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AUTHOR Moon, Valerie
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ABSTRACT

Part I of the report presents findings from a survey of library resources for disabled persons in New South Wales, Australia. Survey results are organized according to the following topics: public libraries (materials, services, access, staffing); academic and special libraries (university libraries, college of advanced education libraries, special libraries); and the state library of New South Wales. Part II then examines specific findings and needs (in terms of materials, services and access) for specific disability classifications: visual handicap, intellectual disability, physical disability, and deafness and hearing loss. Toy libraries are also discussed, as well as a summary of gaps in present provisions related to materials and services, access, promotions, attitudes and awareness, staff training, education of disabled children and young adults, and service provision in tertiary settings and state levels. (CL)

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REPORT ON LIBRARY SERVICES TO DISABLED PERSONS IN NEW SOUTH WALES 1983

VALERIE MOON

Prepared for the Working Party on Library Services to the Disabled

Funded by the Library Council of New South Wales and the Handicapped Persons Bureau, Department of Youth and Community Services

I.S.B.N. no. 0 7305 0095 0

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PREFACE

In February 1983, following discussions with the Director of Handicapped Persons Bureau of the Department of Youth and Community Services, the State Librarian called a meeting of interested parties to consider the need for the establishment of a State Advisory Committee on Library Services to the Disabled and to formulate advice to the Premier on the matter. While the meeting was generally in favour of the concept, some concern was expressed about the efficacy of advisory committees in achieving results. Additionally, it was agreed that a useful first step in establishing the need for a committee, and as a basis for improving library and information services to disabled people, would be an analysis of the present state of services and an identification of deficiencies.

As a result of the initial meeting discussions were held and it was agreed that funding for a survey should be provided on an equal sharing basis by the Handicapped Persons Bureau and by the State Library, from Special Grants funds. It was also suggested that a Working Party might usefully be set up to accomplish a range of specific tasks already identified by the earlier meeting and to draft terms of reference and provide guidance for the researcher employed to carry out the survey. A Second meeting was then held, in June 1983, of the same representative group, which confirmed the usefulness of these measures and immediately nominated initial members of a Working Party on Library Services to the Disabled, to draft terms of reference for the survey.

The report which follows is the result of the foregoing; of great co-operation on the part of Wollongong City Library in releasing for two months their very valuable and capable Extension Services Librarian, Valerie Moon, to carry out the survey; and of a great deal of hard and thoughtful work on her part.

The Working Party has been very pleased to receive her report, and will be making recommendations to the State Librarian and to his founding "committee", based on the report. However, it is also hoped that the report in itself may provide a useful impetus to the improvement of library services to the disabled throughout the community, and it is therefore being more widely released. In particular, the Working Party hopes that more service providers will realise that lack of present demand does not necessarily equate with lack of present need: some 13% of the population is waiting for real equality in access to information and library services.

Alison Crook,
Deputy State Librarian,
Convener of the Working Party
on Library Services to the
Disabled.

9th February, 1984.

PART 1 - Survey of Libraries regarding provision of materials, services, facilities, and policies to disabled persons in New South Wales.

1 BACKGROUND TO THE SURVEY

1.1. Terms of Reference

The State survey of resources, facilities, and policies for provision of services to disabled persons in New South Wales was conducted within the framework of the following terms of reference:

i To identify information already available concerning resources, facilities, and policies for provision of library resources to disabled people in New South Wales.

ii Identify people from target groups who can provide directions for information gathering.

iii Devise a method for data collection.

iv Gather and compile a comprehensive directory of resources and facilities available and policies on their use.

v Identify gaps in resource provision.

vi Identify specific problem areas with resource provision.

vii Recommend possible courses of action, taking account of solutions seen during the survey.

1.2 Statistics - Incidence of Disability/Handicap

Discussion of this survey and recommendations resulting from it should be considered against the background of incidence figures available through the publication Handicapped Persons in Australia 1981 (Australian Bureau of Statistics, 1981). As these figures are based on precise definitions of the terms "disabled" and "handicapped", those definitions used by the Bureau of Statistics have been included in the Appendices (See Appendix 1).

The Bureau of Statistics figures indicate that 13.2% (1,924,000) of Australians are considered to be disabled and/or handicapped. In New South Wales a total of 8.1% (403,600) of the population over five years of age are considered to have some degree of handicap. The implications of these statistics are included in the discussion of disabilities later in this report.

1.3 The Survey - Questionnaire

On the advice of Mr. Clifford Law (Chief Librarian, Library Services to the Handicapped, National Library of Australia), the survey questionnaire used in the National Survey of Library Services for Handicapped People, March 1978, was used as a model and formed the basis for the questionnaire sent to New South Wales agencies. It was thought that two advantages would accrue from this - firstly, in the time saved in devising and testing a questionnaire of a different format and secondly, there was the possibility that some trends or changes in services may be apparent where comparisons were possible.

The questionnaire was mailed on October 4, 1983 with a return date of October 21.

1.4 The Survey - Scope

In adapting the National Survey questionnaire the definition of 'handicapped' on which this survey was based has been broadened. The National Survey specifically sought to "establish the current provision of library services to the visually and physically handicapped in Australia." The New South Wales survey has attempted to elicit information regarding services to all areas of disability - those involving visual, physical, aural, intellectual and learning related handicaps. Statements regarding the provision of special materials and services to illiterate persons were made by several respondents. Illiteracy and the broader areas of learning disabled have been included for discussion.

The survey primarily sought to elicit information about the provision of special materials, services, and policies in both libraries and organisation primarily concerned with the welfare of disabled persons in New South Wales. School libraries and Technical and Further Education (TAFE) libraries were not surveyed individually. A discussion of provisions for disabled children in Special Education programmes has been included as has an overview of services provided through TAFE.

The main analysis has centred upon public libraries throughout New South Wales. University and college of advanced education libraries are discussed separately.

Special libraries and organisations primarily concerned with the welfare of disabled persons were surveyed. The questionnaire did not lend itself readily to these organisations but it was decided that time did not permit the compilation of a second questionnaire. A covering letter was sent outlining the purpose of the survey and requesting that organisations supply information about their policies, services, and people they serve. Where applicable these organisations supplied information about library related services and where no such services are provided, general policy statements were made. It is felt that a summary of these responses is essential in suggesting gaps in provision of resources as well as in making recommendations.

The questionnaire provided the opportunity for recipients to amplify answers and to provide comments on various aspects. This has been extremely valuable in allowing an interpretative approach. The provision of statistics has, in some instances, been less useful than the comments reflecting attitudes and future planning.

A summary of statistics relating to materials, services, access, and staff follows.

MATERIALS

SUMMARY OF STATISTICS RELATING TO MATERIALS HELD IN PUBLIC AND ACADEMIC LIBRARIES (SEE DISCUSSION PAGES 3 - 17)

Type of Library	No. of Libraries who responded (No. of Libraries surveyed)	No. of Libraries holding special materials (incl. Spoken word)	No. of Libraries without special materials	No. of Libraries holding special materials NOT holding spoken word	No. of Libraries with general Foreign Language collections	No. of Libraries holding special format foreign language materials
PUBLIC	67* (91)	67	2	14	31	Nil
UNIVERSITY	6 (6)	6			Nil	Nil
C.A.E.	8 (10)	7			Nil	Nil

Type of Library	No. of Libraries with special format periodicals	No. of Libraries with special format newspapers	Sizes of Large Print collections held (Range)	Total no. of Large Print items reported held	Size of Spoken word (including Hear-a-books) (range)	Total no. of Spoken word (incl. Hear-a-books) held
PUBLIC	9	3	40 - 15,000	128,753	40 - 4,358	28,851
UNIVERSITY	Nil	Nil	-	-	-	-
C.A.E.	Nil	Nil	-	-	-	-

* Sixty-seven (67) replies from Public Libraries were analysed. A further eleven (11) replies were received too late to be included in the analysis.

SERVICES

Type of Library	No. of Libraries who responded	Libraries reporting use of volunteer readers	Libraries providing equipment for loan	Libraries with Reading room facilities	Libraries with Writing and reading aids	Libraries with Extra Reference & Information services	Libraries reporting no special services
PUBLIC	67	3	45	9	18	7	18
UNIVERSITY	6	Nil*	Nil*	2	Nil*	2	4
C.A.E.	8	1	1	1	1	1	6

Type of Library	Libraries involved in production of special materials	Libraries reporting services to Housebound & Institution-alised	Libraries providing services to disabled children	Libraries with NUC:H	Libraries reporting promotion of services to disabled users	Libraries with Policy Statements
PUBLIC	3	59	20	12	29	6
UNIVERSITY	1*	Nil	Nil	Nil	1	Nil
C.A.E.	Nil*	1	Nil	Nil	2*	Nil

* see discussion pp 15-16

ACCESS

Type of Library	No. of Libraries who responded to this question	No. of separate Facilities referred to	Libraries reporting physical access provisions	Libraries reporting special toilet facilities	Libraries reporting adequate parking facilities	No. of Libraries reporting full access provisions
PUBLIC	55	211	95 (facilities)	19	48	18
UNIVERSITY	6	6	3	3	6	2
C.A.E.	8	8	6	5	5	4

STAFFING

Type of Library	No. of Libraries with member of Staff appointed specifically to co-ordinate services to disabled persons	No. of Libraries reporting use of Volunteer assistance	Hours estimated spent in providing services to disabled (range)	Libraries reporting Staff training programmes	Libraries who would include Awareness training if funds were available	Libraries who would not include Awareness training if funds were available
PUBLIC	1	4	1 - 105 hrs. per week	19	31	7
UNIVERSITY	Nil*	Nil	Nil*	1	-	-
C.A.E.	Nil*	1	Nil*	Nil*	-	-

* see discussion pp 15-16

2 PUBLIC LIBRARIES

2.1 Materials

2.1.1 General

Questionnaires were sent to a total of ninety-one (91) public libraries. This total represents major libraries. In the case of regional library systems, the main library was asked to respond on behalf of the branch libraries in that system. The questions on physical access called for discussion of separate facilities within the regional system and were analysed accordingly.

A total of sixty-seven (67) public libraries responded to the survey in time to be included in the analysis. Eleven (11) replies were received too late to be included.

Of the sixty-seven libraries included only two (2) indicated that no special materials of any type were held. A total of fourteen (14) libraries indicated that they did not hold spoken word cassettes and/or talking books.

Several regional libraries commented on co-operative arrangements whereby smaller libraries receive bulk loans from larger libraries. For the purpose of this report, those libraries receiving bulk loans of materials are counted as holding special collections.

There were no holdings of Braille, Moon Books, or reel-to-reel tapes reported. Two small collections of Clark and Smith tapes were reported.

Reference was made to collections of toys, literacy materials and music cassettes by respondents when nominating categories other than those itemised on the questionnaire. Discussion of these materials is included in the report under 'Toy Libraries' and 'Literacy'.

2.1.2 Large Print

Large Print continues to be the main medium held by public libraries (as noted in the national survey). In an earlier unpublished report on Library Services to the Handicapped in New South Wales (1979) carried out by the State Library of New South Wales it was noted that 80 of the State's 100 public libraries stocked large print books. The present findings are consistent with this and it would appear that very few public libraries do not hold large print books.

The total number of large print titles held in the responding libraries was calculated at 128,753. The size of collections ranged from 40 titles to 15,000 titles. It should be noted that while question 13 asked for the number of TITLES held, it is possible some respondents may have replied with the number of volumes, with duplicate titles counted separately.

2.1.3 Cassettes (spoken word) including hear-a-books.

As with large print books spoken word and, in particular, hear-a-book collections, have become well established in recent years. In 1979 it was reported that 30 public libraries in New South Wales provided hear-a-books for loan with the largest collection being less than 300 titles.

The National Survey (1978) reported estimated total holdings in all organisations in New South Wales at 7,526 (spoken word and hear-a-book). In the present survey ten (10) libraries indicated that they do not hold any materials in this format and two (2) did not answer the question. Of the fifty-five (55) public libraries that reported collections a total of 28,851 titles has been calculated as present holdings. The sizes of collections ranged from 40 titles to 4,358 (this latter figure applies to a Metropolitan library which is particularly strong in its spoken word collection). One library reported a collection of 906 hear-a-book titles in its Home Library Service.

The present survey did not attempt to differentiate between C-77 (four track), standard (2 track) hear-a-books, and spoken word materials. Comments indicated, however, that many libraries hold each of these formats with the main emphasis on two-track standard cassette hear-a-books.

Three (3) libraries reported co-operative libraries with bulk loans from larger libraries. For the purposes of this survey they were regarded as having collections in this format.

2.1.4 Foreign Language Materials

A total of thirty-one (31) public libraries indicated that they have collections of materials in languages other than English for general use. Many commented that these are received through bulk loan arrangements with the State Library.

There were no reports of foreign language materials in special format for use by handicapped migrants. Several libraries referred to cassette collections for use in English-as-a-second-language programmes and others reported holdings in cassettes to teach English-speaking persons other languages. While these may have uses for disabled persons they are not significant enough to warrant description as special format materials.

This is an area of service that has not been directly addressed by public libraries, probably due to the almost total lack of demand. It would be useful to have information as to the needs and difficulties in this particular area of service. Without this information it is difficult to predict future developments.

It is important to note that the Royal Blind Society provides spoken word materials in Italian and Greek. Provision of other languages in braille and cassette form is dependent upon inter-library loan arrangements. Currently, the Royal Blind Society is able to lend cassettes in Ukrainian, Dutch, Spanish and French obtained through international inter-library loan requests. Future plans are to obtain Maltese and Serbo-Croation under similar arrangements.

2.1.5 Periodicals

Collections of periodicals in formats suitable for disabled clients were reported as extremely limited. Five (5) public libraries indicated that they hold Large Print periodicals and nine (9) reported holdings in audio format. Several libraries noted that multiple copies of titles are purchased. Some libraries said they held periodicals in the past but had discontinued due to lack of use.

2.1.6 Newspapers

Of the sixty-seven respondents, only three (3) public libraries indicated that they hold special format newspapers. These comprise two (2) in audio format and one (1) large print. There was no indication that these were purchased in single or multiple copies.

One library reported in-house production of readings from local newspapers while a second reported plans for production of the local newspaper in large print.

2.1.7 Selection of Materials

Of the fifty-three (53) public libraries who answered this question the majority (39) indicated that selection is principally done by the librarian(s) following requests from users.

Only one library referred to a selection committee and this applied to selection of toys only.

One library described constant, informal liaison with both individuals and representatives of organisations in discussion of materials but this has not been formalised into a selection committee.

Several libraries commented on infrequent, informal links with agencies. It was clear from these comments that suggestions are welcomed and acted upon.

The results of this question are not surprising in view of how few libraries are able to provide more than basic services and how limited resources including staff time appear to be.

2.1.8 Forms of Catalogues

Libraries holding special materials were asked to indicate the form(s) of catalogue used to control their material. In many instances card catalogues and book catalogues are supplemented with printed lists or special material cata-logues. Sixteen (16) public libraries indicated that large print catalogues are produced while twenty-seven (27) reported booklists of both large print and talking books which are distributed to users. Booklists of special format materials were reported to be in author order. Five (5) libraries referred to the publication of newsletters and one described periodic newsheets for housebound clients.

Card catalogues continue to be the main means by which library users can locate specific items, with some libraries presently replacing existing card catalogues with microfiche. Of the fifty (50) public libraries with card catalogues, thirty-six (36) allowed for subject access.

Only four (4) public libraries reported producing hear-a-book catalogues in audio format with a fifth commenting that they are presently producing such a catalogue.

The production of booklists and large print catalogues is an effective way of informing users of the libraries' holdings. The provision of lists on cassettes of hear-a-book holdings appears to be the most satisfactory way in which individuals requiring that format can have some autonomy in selecting items. This is particularly applicable to housebound or isolated readers.

The disadvantages of card and microfiche catalogues for visually and physically handicapped library users is obvious. There is apparent recognition of the need for consideration of different formats of catalogue and for extra assistance on the part of librarians when required.

2.1.9 Restrictions on Use of Materials

The only restrictions reported by respondents were those placed on the use of hear-a-books, which generally referred to the need for medical evidence of disability.

Three (3) libraries commented that hear-a-books were provided only for the use of home service members.

2.1.10 Exchange or Rotation of Materials

In questions regarding arrangements for exchange or rotation of special materials, the most significant comments were those indicating that larger regional libraries supplied bulk loans or large print and/or hear-a-books to the smaller outlying libraries.

Some libraries referred to the use of "normal inter-library loan channels" but their response did not indicate the format of materials they obtained in this manner.

It would appear that there are no significant arrangements for exchange or rotation other than those described above. It is possible that this is due to the fact that, in the past, relatively few titles were available in both large print and hear-a-book and many libraries are still building basic collections. It would seem likely that as collections get larger and become 'read out' by clients some exchange arrangements would be desirable to rationalise these collections.

2.1.22 Delivery of Materials

In general materials were reported to be delivered to borrowers by various means. Home delivery, bulk loans to institutions, and bookmobile services were all reported as means of delivering materials.

Respondents also referred to personal or family pick up and volunteer couriers.

2.2 Services

2.2.1 General

Libraries were asked to provide information about the services they provide to disabled people. These included areas such as production of special materials, promotion of services, and policy matters. Information about specific areas of service and categories of users was sought in order to form a picture of public library provision in New South Wales.

2.2.2. Volunteer Readers

Of the sixty-seven (67) respondents only three (3) reported the use of volunteer readers. One additional library commented that this had been tried in the past without success.

Of the three respondents involved in using volunteer readers two indicated that this is through active involvement with producing books on tape for the Australian Listening Library. In one instance this involved the Chief Librarian, who is a volunteer reader for that organisation. The second library has established a pool of readers who primarily record books onto tape for Australian Listening Library but are also available for individual requests. In this latter case the Extension Services Librarian acts as co-ordinator for the group.

There are several potential uses of volunteer readers in the public library and some of these were reported by one librarian. Reading personal mail for blind people; reading instruction booklets and information sheets for a blind reader involved in a voluntary community services role; reading project material for blind and partially sighted children who have been integrated into classes in local schools; preparing a 'talking newspaper' for blind people, containing local news and information; and providing illiterate and learning disabled people with instructions related to living skills or personal matter.

2.2.3 Loans of Equipment

By far the largest number of respondents (45) indicated that loans of equipment are made, with particular reference to cassette players. Many librarians commented that this equipment was acquired through grants or donation. While it was not always made clear whether these cassette players are standard machines or the four-track (C77) machines used by the Royal Blind Society, it is probably safe to assume that the majority would be the latter. One library reported loans of recording equipment, including microphones for use by volunteer readers.

2.2.4 Reading Room(s) with listening facilities

Nine (9) public libraries reported the provision of reading room facilities with many commenting that these are principally used by literacy students and tutors. Listening facilities were reported only as part of the recorded music sections.

2.2.5 Writing and Reading Aids

The only reference to reading aids made by respondents was to magnifiers, with eighteen (18) public libraries reporting loans of these.

No reference was made to the more technologically advanced aids such as the Viewscan or Optacon.

2.2.6 Extra Reference and Information Services

Only seven (7) libraries indicated that they provide extra reference services and these were generally provided through printed lists of special format materials, community service information about groups or organisations, or responses to enquiries about particular disabilities.

One library referred to establishing a core collection of material for, and about, each area of disability; film information compiled for therapists and groups; integration materials for teachers; organising evenings on various aspects of disability; and researching specific queries for and about disabled persons as required.

2.2.7 Libraries Reporting No Services

A total of eighteen (18) public libraries indicated that they do not provide any special services nominated in the survey.

Of these, five(5) indicated that they plan to introduce such services in the future. Two (2) libraries plan to introduce services within one year, one library will be introducing these within 1-2 years and two (2) intend to introduce services in 3-4 years.

Of the eighteen libraries currently not providing any services, seventeen (17) commented that special services would be planned if funding becomes available.

2.2.8 Production of Special Materials

There was little indication that public libraries are active in producing materials other than booklists or cassettes listing hear-a-book holdings.

Two previously mentioned areas of production include volunteer reading by a librarian for the Australian Listening Library and co-ordination of a group of readers for the same organisation by another librarian.

A regular "talking newspaper" of local information is produced for blind people by Wollongong City Library. This same library arranges (discussion under 2.2.2 Volunteer readers) for taping of materials requested by individuals.

While not specifically produced for disabled people, one library referred to a collection of oral history tapes which could be of interest and use to print handicapped readers.

Only one library reported producing materials for children or students. This generally involved reading project or homework material for blind students integrated into regular classes. Requests usually were made by teachers or school librarians who could not arrange for materials to be supplied quickly enough for the child's needs.

One country library (Bourke) reported the reading of books over the local radio station by a member of staff. These readings are available through the library on cassette.

The examples of productions of special format materials are limited but it would appear that this is an area where public libraries could provide a service to individuals.

2.2.9 Provision of Services to Children, Housebound, and Institutionalised Readers.

Generally response indicated that services to housebound and institutionalised readers have become well established with fifty-nine (59) public libraries reporting these services. Nursing home patients and senior citizen groups were the main institutionalised groups referred to.

Only three (3) respondents referred specifically to provision of services to local hospitals but it may be assumed that the term 'institutionalised' could include this form of service.

Services to children were reported by twenty (20) public libraries, with activities including storytelling and library visits for intellectually disabled children; puppet and drama sessions; films; and the provision of toy materials for disabled children.

2.2.10 Special Information Services for Disabled People.

Question 33 sought specific information about reference services and provided several areas of special interest for comment; reference, community information, research, inter-library loan, and provision of the National Union Catalogue of Materials for the Handicapped (NUC:H).

Most libraries responded negatively to these services but pointed out that such services would automatically be provided if requests were made by a disabled person or persons. It is interesting to note that the twelve (12) respondents who indicate they hold NUC:H also answered 'yes' to each of the other categories.

The provision of community information services, particularly relating to information about groups and organisation was reported by fifteen (15) libraries, while three (3) libraries commented that they have the means to provide this service if demands were made.

It would appear that provision of special services relates to the level of demand made upon individual libraries. In most cases, respondents pointed out that such provisions would be made if requests were received. As in other areas of this survey, it could be suggested that demands are not made on the public library due to a lack of awareness that such services would be provided.

2.2.11 Promotion of Services

Question 37 sought to establish the level and methods of promotion of special materials and services by public libraries. In general those libraries with special services also promoted their services through booklists or newsletters. Several referred to relying on "word-of-mouth" and liaison with community groups and medical personnel.

Two (2) public libraries reported use of local radio stations to publicise their activities. Three (3) referred to media coverage of displays and activities.

A total of twenty-nine libraries (29) indicated that they actively promoted services, and comments supplied reflected an awareness of the need for outreach in this area of library provision.

2.2.12 Policy Statements

Only six (6) public libraries reported having written policy statements regarding provision of services to disabled persons.

Of these, two (2) referred to policies regarding selection of materials, two (2) to policies relating to provision of home service and two (2) to inclusion of disabled persons in their general statement of library aims and objectives.

It would appear from comments here, and in other parts of the survey, that many librarians believe that library services to disabled persons should be regarded as an integral part of library services to all people. While this philosophy is strongly endorsed it is difficult to see how the provision of services can become an integral part of each library without initial consideration of the needs of this group of people who, it is reasonable to assert, may never have regarded the library as relevant to them in the past. It is suggested that initially a statement of policy is required to provide a framework within which developments can take place. It is hoped that later discussion in this report of the needs associated with each major area of disability will support this assertion.

2.3 Access

2.3.1 General

Libraries were asked to supply information regarding the ease of physical access in buildings; to service points and catalogues; the provision of special toilet facilities and parking facilities.

The survey questions on access were reproduced without alterations from the National Survey, where provision was made for answers to relate to total library systems. Fifty-five (55) respondents answered this section, representing a total of 215 separate facilities.

2.3.2 Physical Access

A total of ninety-five (95) facilities were reported to be accessible to physically disabled persons. Fifty-three (53) libraries indicated that service points and catalogues are functionally accessible.

Several libraries commented that while access into the building could be considered suitable, crowding within the library would make mobility difficult for physically or visually disabled persons.

It should be noted that in reporting on separate facilities respondents were frequently referring to small branch libraries which, in probability, would offer only small collections of large print and very few services to disabled clients.

2.3.3 Toilet and Parking Facilities

A total of nineteen (19) libraries reported special toilet facilities. Of these, thirteen (13) were Metropolitan libraries. Several libraries reported that there had been no toilet facilities for anyone included in their premises. Suitable parking provisions were reported by forty-eight (48) facilities, with various qualifying comments. These included comments that there were no parking facilities available for anybody, to parking being no problem so special provisions have never been needed. These latter remarks generally pertained to country libraries. Responses indicated that Metropolitan libraries have had to consider the provision of parking areas due to the general difficulty of parking and mobility in high density areas.

2.3.4 Discussion

The National Survey noted that the picture which emerged from the statistics available at that time was one which leaves room for improvement. It is difficult to extrapolate from this survey result as to whether improvements have occurred in the intervening time between surveys. As mentioned previously, one of the advantages of basing this survey on the National Survey questionnaire was in the provision it made for respondents to comment on various

aspects. On the question of access comments were particularly useful in giving information that the statistics alone did not reflect.

Several respondents commented that future buildings (both planned and tentative) would incorporate features of access standards. In many replies it was clear that access and the standard of facilities is poor for everyone and is an area of concern to the librarians providing services.

Comments on some special provisions included reference to bookmobile services (some with special steps); the provision of self-opening (automatic) doors to front entrances; lock-up carrels reserved for the handicapped; wheelchair access tables in a reference library; and special arrangements for disabled people to use the library out of the usual hours of opening. One respondent referred to their local government council policy that all facilties in that area were to be upgraded and made accessible.

It would appear from the comments that through provision of housebound and nursing home delivery services, as well as bookmobile services, materials are more frequently taken to the client rather than the individual visiting the library. It would appear that this is a well established pattern of service in both country and metropolitan areas.

Some other comments are worthy of note in forming a picture of the relevance of access questions to public libraries. One librarian described access conditions as "totally inaccessible" yet the particular library is used frequently and regularly by severely physically handicapped children who negotiate the most difficult stairs, etc., with determination. Many other librarians stressed that staff were prepared to give any necessary assistance to overcome problems as they were required.

Perhaps one of the most interesting comments in this context was from the librarian who answered the query 'please comment on any other provisions made by your organisation to facilitate access by disabled persons' with the simple response 'love'.

2.4 Staffing

2.4.1 General

Libraries providing special materials and services were asked if they had a person specifically designated to plan and co-ordinate these services (Q.9). Only one public library indicated that a co-ordinator had been appointed to be solely responsible for services to disabled persons. Answers generally referred to the duties of staff in association with housebound and nursing home services. These ranged from one (1) part-time person to three (3) full-time people (including drivers of delivery van).

The use of volunteers to assist in delivery of materials to housebound and other individuals was reported by a total of four (4) public libraries, although questions did not specifically refer to this method. It would be of interest to obtain further data regarding this means of providing a service.

The hours devoted to providing services to disabled persons ranged from 'less than one hour' to '14 hours per week' in those instances where full-time positions were not involved.

2.4.2. Staff Awareness and Staff Training

Questions 36 and 37 related to staff awareness and training. Of the sixty-seven (67) responding libraries, a total of nineteen (19) indicated that they included awareness of disabilities in their staff training programmes, although some commented that this was only to a limited extent.

Several libraries referred to staff awareness training as a component of general staff training.

Thirty-eight (38) libraries indicated that they did not include awareness of disability in their staff training. Six (6) of this group pointed out that there was no provision for staff training of any kind in their organisation. Of the thirty-eight (38) libraries not currently including awareness segments, thirty-one (31) indicated that a programme on disability awareness would be desirable if resources were available. Of the respondents who answered that they would not included awareness training if resources were available (total 7), several commented that their library was too small to consider any form of training.

It would appear that there is an interest in awareness courses and that lack of resources prevents individual libraries arranging such training.

3 ACADEMIC AND SPECIAL LIBRARIES

3.1 University Libraries

3.1.1 General

Questionnaires were sent to six (6) university libraries in New South Wales and responses were received from each of these. It does not appear useful to present a statistical analysis of these returns. Rather, a summary of the services of these libraries with reference to the comments made assists in forming a picture of provisions made to meet the needs of disabled students.

3.1.2 Services and Materials

Each of the respondents referred to the availability of reading rooms, loans of typewriters, and extra reference and information services. These facilities are for general use and would have potential use to disabled students if required.

In each university library collections of spoken word cassettes are held and would be useful to disabled students where they pertained to course work or study requirements.

The University of New South Wales was the only respondent in this category to report production of special materials - this mainly referred to duplication of lecture tapes from the Library's collection. This university was also the only one to identify a specific member of the library staff as having responsibility to assist disabled library users. The type of assistance commented on included help with using the catalogue; locating specific items; copying lecture tapes; and assisting with photocopying materials. The Deputy Registrar in charge of student services at the University of New South Wales acts as a co-ordinator for disabled students and facilitates their activities on campus. This Library reported difficulties with physical access to the Library building but special toilets and parking arrangements are available.

Macquarie University has also responded to specific needs of disabled students with the provision of reading rooms for blind students and their readers; extended loan periods; reading space for braille materials obtained on inter-library loan from the National Library; and quantity photocopying to enable students to have materials read onto tape before courses commence. In addition Macquarie University provides a braille study guide for blind students. Home-bound students are given the same status as external students with materials mailed to them. On this campus the Student Counselling service makes special provisions for orientating

visually handicapped students and liaises with library staff to ensure that the students' needs are known by the library staff. Macquarie University reported full access facilities.

The University of Newcastle commented upon plans to introduce services within the next 1-2 years. Requests have been made by the Royal Blind Society for special provisions for blind students. At present access is difficult with no special provisions made, however full access is planned on completion of their new library building in the near future.

The remaining respondents, while not at present providing any special services or materials, each expressed a willingness to meet demands should they be made. It would appear that the only requests these libraries have received to date involved access.

3.1.3 Discussion

From the responses received from the six university libraries it would appear that little demand has been made for special materials and where these have been evident provisions have been made to meet needs. It is significant to note that where comments have elaborated on services they generally refer to blind students. This may reflect the level of co-ordination between agencies such as the Royal Blind Society and tertiary institutions in ensuring that blind students' needs are known. In addition to this it can be surmised that physically handicapped students who are not hindered by access problems would make little demand on staff for extra assistance using the library. The responses reflect an awareness of access needs on the part of university libraries. No reference has been made to deaf students and it is beyond the scope of this discussion to speculate on the provisions required to enable deaf students to undertake tertiary courses - it is probable that their difficulties would be more apparent in lecture room settings rather than in the library. In general, given appropriate guides and with signs available in the library building, the deaf student may only be identified by his/her degree of difficulty in communicating.

The National Survey of 1978 commented on similar findings. It would appear that the main requirement in facilitating disabled students' use of university libraries (and the facilities of the university in general) would be the identification of co-ordinators within the staff who would ensure that individual needs were known and met.

Attention is drawn to the Library Association of Australia publication Directory for the Disabled: Tertiary Library Services in NSW. Available from the LAA Ultimo headquarters, this publication was compiled by the NSW Contact Panel of Porject Mind as a special project for IYDP (published Sydney, 1983).

3.2 Colleges of Advanced Education

3.2.1 General

Questionnaires were sent to a total of ten (10) CAE libraries in New South Wales. Eight (8) reponses were received. Statistical information appears of less value than a summary of the comments provided.

3.2.2 Services and Materials

Generally, no special format materials are held in CAE libraries for use by disabled students. Collections of audio materials and spoken word cassettes are held in most of these libraries but, while they have some potential use to disabled students, their value has not been assessed by the respondents.

In commenting on services provided the respondents pointed out that very little demand had been made for special materials or services. Specific instances where expressed needs had been met included the reading of materials onto tape by student volunteers and arrangements made to have materials transcribed by the Royal Blind Society.

Only one CAE library (Macarthur Institute of Higher Education) indicated that loans of equipment (magnifiers and special aids), extra reference and information services, and writing and reading aids are provided.

Kuring-gai College of Advanced Education reported the involvement of a member of the library staff as a member of the Handicapped Students Committee on campus. The nursing sister working for this college has responsibility for co-ordinating information and timetables for disabled students. Currently, six disabled students requiring assistance are enrolled at Kuring-gai College. Special materials are obtained for the visually handicapped student included in this group. Access at this college is good, with special toilets and parking provisions.

Riverina College of Advanced Education commented on arrangements to have volunteer readers prepare taped materials for visually handicapped students. Awareness of needs of disabled students was expressed by the librarian and all requests are met with assistance. Access at this college was reported to be good, with toilet and parking provisions made.

3.2.3 Discussion

A similar picture of that of university libraries emerges, with provisions made as demands occur. Again, it is evident that where disabled students are enrolled there is a need for a member of campus staff to co-ordinate and facilitate the students' use of facilities, including library materials and services.

3.3 Special Libraries

3.3.1 General

Questionnaires were sent to 128 special libraries in New South Wales with a covering letter outlining the purpose of the survey and requesting information about policies and facilities at these libraries. A total of twenty-eight (28) replies were received.

3.3.2 Discussion

Responses from special libraries indicated a total lack of materials and services. More significantly, they suggested a total lack of demand or expectations of demands by disabled persons. In most instances the respondents indicated that they would be willing to meet demands in the future if these occurred.

In recent years there has been an increasing emphasis on the need to encourage and facilitate employment of disabled persons in open employment situations. This has been reflected at both governmental level through policy statements and in the activities of welfare organisations seeking to open opportunities and to support those individuals placed in competitive employment situations. The adoption of equal opportunity principles and the development of awareness campaigns in this area should ensure the increasing absorption of disabled people into the workforce in a variety of fields. That this has not yet been achieved is clearly evident, if the survey results are an indicator. While demands on special libraries have not occurred in the past, it is hoped that these libraries recognise the potential role they may be expected to play in the future.

4 STATE LIBRARY OF NEW SOUTH WALES

4.1 The State Library as Advisory Body.

As governing body of the public library movement throughout New South Wales, the State Library has contributed to the development of library services to disabled persons in several ways.

The State Library maintains, especially through its Public Libraries Division, a consultant and advisory role in relation to public libraries and has a continuing interest in the provision of services to disabled persons.

In 1978 a report on library services to the blind and visually disabled was prepared, at the request of the Premier, and recommendations regarding the amount of financial assistance required from the State were made. As a result of this report some funds were provided for disbursement to the major agencies providing library services to the blind. The report submitted to the Premier was not a public document. Related to the unpublished report was a 'state of the art' report which evolved from it. Titled "Library Service to the Handicapped" (1979), this report referred mainly to provision of services to blind and visually handicapped people.

The Public Libraries Division of the State Library has continued to provide information through its Newsletter, and maintains an advisory role.

In February, 1983, the State Librarian (Mr Russell Doust) invited representatives of various organisations to form a Working Party to establish whether or not there is a need for State Advisory Committee on library services to disabled persons in New South Wales. Two recommendations were made at the initial meeting of this Working Party. Firstly, it was recommended that a 'stock-take of existing resources, services and policies related to library services for handicapped people be undertaken which would also point out weaknesses and gaps'. The present survey and report has been conducted to carry out this recommendation. The second recommendation was 'that there be set up, under the auspices of the State Library, a State Advisory Committee on Library Services to the Handicapped, to co-ordinate services and to foster communication and co-operation between State, municipal, voluntary, and community organisations'. This recommendation is in keeping with the role and responsibility at State level as outlined by the National Working Party report of 1979. Action on the second recommendation will be determined after results of the present survey and the findings of the Working Party in relation to this report are known.

4.2 The State Library as a Public Facility

The State Library of New South Wales does not include special format materials in its collection nor does it provide any direct services to disabled persons.

Enquiries from disabled persons have been limited and are generally handled through normal reference procedures.

Access to the State Library building is difficult for physically disabled persons and major alterations are not feasible due to the building's historical nature. Where possible special provisions have been made, including toilet facilities, public telephone facilities appropriate for use by wheelchair users, and special arrangements for assistance in using an alternative entrance.

In the new extensions to the State Library currently being constructed full provision for access has been included in the planning.

4.3 State Film Library - State Library of New South Wales

The State Film Library has developed an excellent collection of 16 mm films on various aspects of disability. Libraries and organisation may register with the Film Library as members and receive films on loan. Films are freighted to and from borrowers by rail free of charge.

Viewing machines are available at the Library to allow preview of films. Subject lists are regularly compiled and include lists on the disabled and the aged. Confirmation of holdings can be made by telephone.

During the International Year of Disabled Persons, the State Film Library endeavoured to develop as comprehensive a collection as possible on every aspect of disability. This collection of high quality films is now a valuable resource for use in training and awareness programmes by both libraries and community groups.

4.4 Discussion

It is evident that the State Library has maintained an awareness of the need to make certain provisions in order that disabled persons may receive library services of a standard equal to that enjoyed by able bodied persons. This is recognised in the provision of full access facilities in the current extensions to the State Library building; in the continuing advisory and consultative role of the Public Libraries Division; and in the formation of the current Working Party.

The current survey of library services to disabled persons in New South Wales indicates that services presently provided are, in the main, fragmentary and unco-ordinated. There are areas of strong commitment and established services. This applies to public libraries as well as academic and special libraries. There appears to be little opportunity for resource sharing, development of awareness by staff, and access to an identified adviser. There appears to be a need for a leadership and co-ordinating function from the State Library. The need for a co-ordinator has been included in the recommendations arising from this report (see pages 67-68).

PART 2 - Discussion of major areas of disability;
Welfare organisations providing services
and resources in major areas of disability

Summary - Identification of Gaps;
Present Provisions.

PREFACE

This discussion of the major areas of disability is intended as an overview to enable identification of gaps in present resources and to allow recommendations to be made within the context of the needs of disabled individuals and groups.

Attention is drawn to statistics compiled by the Australian Bureau of Statistics in its publication Handicapped Persons Australia 1981. Permission has been granted by the Bureau for tables to be reproduced and this is gratefully acknowledged.

There are several key concepts which underly discussion of disabilities and, frequently, decision making regarding provision of services. These include such philosophies as Normalisation; Integration; Equality (or equal opportunity, especially in education and employment); Awareness; Acceptance; and Expectations.

Normalisation has become the philosophical base upon which education practices, de-institutionalisation, integration and developmental training programmes are based. The library, and particularly the public library, has an important role in this context.

Integration of disabled persons, particularly children, has become an accepted policy in most countries and is a major concept in education policy. Stronger still is a policy towards independent, community living with a resulting decline in institutional care.

Equality of opportunity in several areas - education, employment, independent living - has important inferences for public libraries. It can be reasonably expected that a public facility such as a library which is, in many instances, the only information resource in a particular area, should assume a strong support role to individuals.

Awareness, acceptance, and expectations are important aspects in the decision making process which determines the level of commitment to library services to disabled persons and the success of programmes implementing such decisions.

Some comments from the literature illustrate these points:

On expectations:

"Too often, what the disabled person can achieve is restricted by what his community has been led to believe he can achieve. The label or status of 'handicapped' diverts attention from the person to his disability."1

On independence:

"Stepping Out - Stepping out to what? Into life and all that that means for adults whether or not they have a disability. Into further education, employment, sheltered employment. Into friendships, love, and marriage. Into living in a college, hostel, group home, a flat of one's own..... Not much over twenty-five years ago each of these people would have found their permanent home in a large institution. How truly it has been said that the greatest handicap such people had was the low expectations society had for them." (2)

Much of the philosophical background described is embodied in this excerpt from "A Declaration of Rights and Responsibilities of the Disabled" drawn up by a working party of members of the Group for Implementing Rights of the Disabled:

"The right to maximum independence and integration within the community, the right to information about treatment and services, the right to marry and vote, economic rights (such as the right to employment with discrimination)..... and the recognition of the special difficulties of disabled people....."(3)

The Royal Commission on Human Relationships expressed these as basic rights:

"The right to a stimulating environment, the right to education, the right to work and the right to lead lives which are as close to normal as possible.' (4)

The concepts described and statements of rights are vitally relevant to placing library services within a meaningful context rather than simply viewing it as a 'supply and demand' situation.

It is outside the scope of this report to reflect the valuable literature available concerning libraries and disabled need. While not referring directly to some of this literature a list has been compiled of those materials that formed a background to this discussion and is included as Appendix 2.

It has been the intention of this survey to identify present resources available to disabled people. Welfare organisations are referred to in the discussion of particular areas of disability to enable a picture to be formed of over-all patterns of service in those areas. It has not been feasible to refer to all such organisations. An attempt has been made to identify those major, or 'key', organisations which could provide information about the smaller groups within their range of activity. All survey respondents who provided information about services, materials, or facilities for disabled people have been included in this discussion.

In outlining the background against which this report is set, it is important to draw a distinction between those organisations providing direct services to disabled persons and the consumer movement of disabled persons. This distinction is important in any discussion of service provision and is outlined in the foll -owing extract from a recent communication from a member of the Handicapped Persons Alliance:

Since International Year of Disabled Persons, it has been formally recognised by state and federal governments that disabled persons have the right to participate in planning and managing their own lives. This has led to increased funding of organisations of disabled people, e.g. Disabled International (Australia), Handicapped Persons Alliance of N.S.W., Action for Handicapped Citizens (parent group). Representatives of these groups are constantly consulted by Government departments, review committees, service organisations for disabled people, who are slowly beginning to recognise the strengths of the consumer movement and are finding it wise to consult these groups and to invite disabled people onto their boards of management. The Department of Social Security, which is a major source of funding for services for disabled persons, has made it abundantly clear that services must consult disabled persons.

The consumer movement is seen as a less tangible interest group which monitors service provision rather than be instrumental in establishing services. The consumer movement believes strongly in the integration of services. In drawing attention to the distinction between the consumer movement and service providers, attention is also drawn to the recently issued statement on the Review of Special Services for Handicapped (May 1983) in which Senator Grimes emphasised the need for account to be taken of individual rights and needs in the provision of special services. Senator Grimes points to the need to recognise an individual's right to live in an environment which is as supportive as possible without unreasonably restricting personal freedom. For a handicapped person it implies the least restriction or limitation to living an ordinary life within the community.

In laying down the guidelines to funding policies, Senator Grimes reflects the growing philosophies and principles which should guide development of services such as those provided by libraries.

1 VISUAL HANDICAP

1.1 Statistics

Handicapped persons with loss of sight.

Loss of sight was reported by 143,900 handicapped persons (11.4%), and 63,300 of these reported it as their primary disabling condition. Loss of sight generally increases with age and the main causes reported were Injuries (13.0%), Congenital and Perinatal conditions (12.3%) and Old Age (12.3%).

Table 1

TABLE 2.11 HANDICAPPED PERSONS WITH LOSS OF SIGHT: AGE, SEX AND CAUSE

	Persons reporting condition as primary ('000)		*Underlying cause of primary condition (per cent)*		*All persons reporting condition ('000)*
Age group (years)		Congenital or perinatal		*Age group (years)*	
Less than 15	7.5	conditions	12.3	Less than 15	10.6
15–24	3.3	Disease of the nervous		15–24	4.7
25–34	*	system	*	25–34	3.6
35–44	*	Injuries (all types)	13.0	35–44	5.1
45–54	3.8	Other specified causes	18.2	45–54	9.3
55–64	7.5	Old age	12.3	55–64	18.1
65–74	10.2	Unspecified or not		65–74	24.4
75 or more	26.2	applicable	43.9	75 or more	68.0
		Total	100.0		
Sex				*Sex*	
Males	27.4			Males	56.5
Females	35.9			Females	87.4
Total	63.3			Total	143.9

Table 2.11 and Information reproduced from Australian Bureau of statistics Handicapped Persons Australia 1981. Canberra, Australia. 1982. ABS Catalogue 4343.0 (ISBN 0644 022167).

(Permission to reproduce kindly granted by the Bureau of Statistics.)

1.2 Needs - Materials

Discussion of needs differ to some extent when considering the needs of legally blind persons (broadly defined as those with less than 20% vision) and print handicapped persons (those who for visual or physical reasons are unable to use standard print materials).

Legally blind persons, depending upon their training in special skills, generally require braille or spoken word formats. Those with some residual sight may make use of aids ranging from simple magnifiers to electronic aids such as the Viewscan. Special lighting is often useful in conjunction with other aids.

The type of special format materials used may be age related in that it can be expected that children and young adults with severe sight loss could be taught braille and allied skills while the older person who has lost his sight may lack the necessary sensitivity and motivation to learn braille and rely upon spoken word materials.

1.3 Needs - Services

Some special services required by legally blind persons include:

Adult training (mobility, communications, preparation for vocation); rehabilitation services; counselling and early intervention; provision of aids; special student assistance and library services. (A fuller description of these services is included in the discussion of the Royal Blind Society, which is the major organisation in New South Wales providing services and materials to legally blind persons.) Persons with severe or total sight loss may require strong support systems in educational and employment settings. They may require assistance with transcribing business, personal, or informational printed materials into a format that is useful to them. They may have mobility problems and require services to be taken to them.

Persons print handicapped through loss of sight may require large print and/or spoken word materials. Aids such as magnifiers and special lighting are often useful. Such persons may be unaware of the availability of aids and special materials and may require information about these as well as information about organisations serving the visually handicapped. Individual assistance with transcribing mail, study materials, or other printed matter may be required. Again, if mobility is restricted, home delivery of materials may be necessary.

1.4 Access Needs

In Ruth Velleman's book Serving Physically Handicapped People, Hanan C. Selvin made certain observations on access for blind people in an article entitled 'The Librarian and the Blind Person'. These comments, while written in regard to academic libraries, are equally applicable to all libraries:

"For an (academic) library to equip itself properly and to provide the necessary facilities and services to accommodate blind users effectively, it is probably necessary that there be someone on the professional staff who takes the trouble to learn about the needs of the blind and to keep up-to-date on the rapidly changing technological and service situations in this area." (5)

It is interesting to note that the writer, a blind academic, refers first to a person, or facilitator, rather than physical obstacles or barriers. Selvin suggests some aids to mobility around the library building, including a 'braille' map of the layout and braille or sound indicators in lifts to enable the blind person to know which floor the lift has reached. More emphasis is placed by Selvin on the need for special study rooms where blind and sighted readers may work together without disrupting other students. Such rooms would ideally be equipped with cassette players, optical magnifiers, and/or reading machines.

Physical access requirements ideally would include wide aisles and obstacle free layouts. Blind people, after initial orientating, are relatively untroubled by access as long as the familiar environment does not change. Some awareness of maintaining an obstacle free environment is required as well as an awareness of when and how assistance is needed. The blind reader will require special format catalogues to enable him to select his own titles. Print handicapped clients, depending on the degree of sight loss and familiarity or mobility training, will not be overly troubled by access difficulties. Again, special format catalogues and understanding assistance may be the most necessary requirements to allow full access to the library facilities.

1.5 Agencies Providing Special Services to Visually Handicapped Persons.

1.5.1 ROYAL BLIND SOCIETY

The Royal Blind Society has been established for over 100 years and has become recognised as the main provider of services to legally blind persons. In 1901, the Act of Parliament leading to the incorporation of the Royal Blind Society described its role as 'teaching of trades to blind persons and generally for promoting the welfare of such persons'. In its annual report of 1982 the Society described its present goals and purpose:

"Our Vision is for all blind people to have access to equal opportunity in employment, recreation, community and family life, to be recognised as people with individual goals, problems, aspirations and feelings."(6)

A broad outline of the services provided by the Royal Blind Society illustrates how these goals are achieved:

Children's Services - Development programmes, assessment, pre-school placement, and counselling for families.

Rehabilitation Services -Assessment and counselling, low vision clinic, sensory awareness, orientation and mobility training, communication skills (braille, typing, switchboard), vocational training, work placement, and recreational programmes.

Special Services - Aids and equipment, sheltered workshop, and residential care provisions.

Production of Special Materials - Braille and talking books. Assistance to post-secondary students.

1.5.1.1 Library Services

Materials

Holdings
- Braille 4,200
- Cassettes (including talking books) 2,300
- Reel to Reel Tapes 30
- Large Print 600
- Moon Books 623

Delivery of Materials - mail, personal or family pickup, volunteer couriers, or library messengers.

Foreign Language Materials - Collections of Italian and Greek spoken word are held. International inter-library loan arrangements allow access to materials from other countries.

Periodicals
- Print titles 500
- Audio titles 22
- Braille 40

Production of Materials - Braille, talking books, and large print materials are produced. Special student services are available on request.

Catalogue(s) - Card, book, large print, braille, and tape-recorded catalogues are available. In addition booklists and newsletters are produced regularly.

Children - Small collections of braille and spoken word suitable for children are held.

Volunteer readers, loans of equipment, reading rooms, extra reference and information services are all available to visually handicapped clients. A large range of aids for use in homes, employment situations, or to aid mobility are available. Skills such as braille and Moon are taught as well as audio study methods.

The Royal Blind Society has 5000 playback machines for loan. Earphones and templates to facilitate use of the C77 Audio Telex machines are also available for loan.

1.5.1.2 Policy

A book selection policy has been formulated for the library. Full policy guidelines for library service are presently being compiled. Selection of materials and policy matters involve both library staff and users.

1.5.1.3 Access

The main facilities situated at Enfield (Sydney) are fully accessible to disabled persons. Bus service from the nearest railway station is provided by the Society.

Provisions for the needs of country clients are made through a mailing system. The placement of Field Officers in the Wollongong and Newcastle areas, both with large geographical areas to service, ensures continuity of service to the major centres.

1.5.1.4 Comment

The Royal Blind Society has long been recognised for its vital service to legally blind persons. In all aspects of service it provides strong support and ensures the needs of blind persons are met. Services to children are mainly concentrated on the pre-school age group through early development programmes. There is a need for librarians in all areas of librarianship to be fully aware of the services of the Royal Blind Society to individuals. Further discussion is included in the section on implications for public librarians.

1.5.2 Christian Services for the Blind

Christian Services for the Blind (CSFB) is a community service organisation of the Seventh-day Adventist Church. Branches have been established in each Australian state and services are available free regardless of race, creed, or economic status. CSFB serve both the blind and print handicapped. Their stated aim is to 'publish and distribute literature for the totally blind and partially blind and for sighted people who are unable to read normal print conveniently due to physical handicap.'

1.5.2.1 Library Services:

Materials - Non-fiction materials only held

Holdings - Braille 11 (Periodical titles)
- Standard cassettes 350 titles
- Large Print 33 titles

Delivery of Materials - principally through postal service (30 day loans). Some family or personal pick-up.

Foreign Language Materials - Nil

Periodicals - Braille (3 Australian titles and 8 titles from the Christian Record Braille Foundation of the USA)

Production of Materials - Cassettes (standard) produced for general use by public.

Catalogue - Book or Large Print catalogue. Acquisition news sheets available.

Children - Cassettes suitable for children and young adults included in collection.

1.5.2.2. Services

Volunteer readers and limited loans of equipment (cassette players) are available. Postal service is carried out to members and other individuals. Individuals in hospitals and nursing homes also receive postal service. Some small deposits of cassettes are made to nursing homes. Services to children are principally concerned with the provision of a free annual camp for blind and partially-sighted children.

1.5.2.3 Policy

Only non-fiction books are produced by Christian Services for the Blind. These include inspirational, educational and travel, biographical, and Bible study materials. Books with an Adventist emphasis are noted as such in their acquisition lists.

Policy regarding service states: 'All services are free regardless of race, creed, or economic status.'

1.5.2.4 Access

No special access provisions have been made at the headquarters of Christian Services for the Blind as their principal function is as a postal library service.

1.5.3 Association of Blind Citizens of New South Wales

A response to the survey questionnaire was not received from this organisation. A summary of activities from printed information has been included as this organisation is important in provision of services to visually handicapped persons.

In an unpublished report compiled by the State Library in 1979 the Association for Blind Citizens was reported to hold 1,200 braille titles and a small collection (less than 100) large print titles. A printed catalogue and a braille card catalogue were noted. Library activities appear to be limited. The main emphasis appears to be on craft and recreational activities.

A recent brochure distributed by the Association of Blind Citizens indicates that braille, large print and compact cassette materials are available for both city and country borrowers. Activities outlined in this brochure include craft work, production of a newsletter, and involvement in a radio programme "Outlook" over FM radio.

Membership is available to blind and legally blind persons over the age of 16 years. Services include information and mailing of aids as well as library materials.

1.6 Provisions for Education of Visually Handicapped Children.

1.6.1 New South Wales Department of Education

1.6.1.1 Prevalence Figures

Prevalence figures for children requiring special services from the Government education system indicate that there are 800 visually impaired and 20 deaf/blind children in New South Wales presently being provided for by the Department of Education.

1.6.1.2 Present Provisions

A special school- the North Rocks Central School for Blind Children - which incorporates a deaf/blind department, operates in premises owned by the Royal New South Wales Institute for Deaf and Blind Children at North Rocks. Special units (partially sighted units) have been established in regular primary and secondary schools for students not in need of special school placement but who would be disadvantaged in full-time placement in regular classes. Integration of visually impaired children in regular classes has also occurred. Children in these classes are taught special skills by itinerant teachers. The Department of Education provides a transcription service through the Division of Guidance and Special Education which provides braille and large print materials to children in Government schools.

Attention is drawn to the discussion of needs and recommendations of the Working Party's report on a Plan for Special Education in New South Wales titled Strategies and Initiatives for Special Education in New South Wales (May 1982). (7)

1.6.2 Royal New South Wales Institute for Deaf and Blind Children

The Royal New South Wales Institute for Deaf and Blind Children operates a school for deaf/blind and multi-handicapped children at the Deaf and Blind Centre at North Rocks. There are provisions for day and residential pupils with accommodation provided on the campus.

A braille transcription service is provided by the Institute. Materials are transcribed mainly for the Department of Education but services are available to students and libraries throughout New South Wales if required. Thirteen persons are employed in the Computerised Braille Department.

In 1983 an Activity Therapy Centre for Multi-Handicapped Blind Adults was established at the Centre. The Centre provides activities for adults in the 16-25 year age group and is, at present, a residential unit. There are plans for day attendance provisions to be made in the near future.

1.6.3 Catholic Education System.

1.6.3.1 St. Edmund's School for Blind Boys

Braille is the principal medium used at this school for blind and partially-sighted boys. The library reports holdings of approximately 200 braille titles of curriculum related materials. Some materials are produced at the School including braille, large print, and cassettes (occasionally). The library at St. Edmund's acts also as a resource unit for itinerant teachers attached to the Catholic Education Office.

1.6.3.2 St Lucy's School for Blind and Visually Handicapped Children

The library at St Lucy's School, which serves infants and primary school children, reports holdings of 650 Braille, 100 cassette, and 30 Large Print titles.

Aids such as the Optacon and Viewscan are available for use by pupils. Production of special materials principally is for use within the school but some texts are transcribed for children integrated into other schools. The principal medium is braille with very little material produced in cassette form. Other services include a toy library for visually handicapped pre-schoolers.

1.7 Implications for Libraries

Provision of special format materials and services for the legally blind are well established in New South Wales particularly through the activities of the Royal Blind Society. Provision for education of visually handicapped children is relatively well established, however provision in adult education appears to be fragmentary and few visually handicapped persons undertake higher education.

In recent years public libraries have emerged as strong providers for print handicapped persons who fall outside the definition of 'legally blind'. With the advent of large print and talking book materials it can be asserted that attention to the needs of print handicapped clients has predominated over those of other groups of disabled people. This is reflected in the emphasis on both State and National levels in published reports and conference proceedings. The public library is likely to remain the main provider of materials for the print handicapped. In serving the legally blind the public library's role is perhaps best seen as a co-operative and supportive role to agencies such as the Royal Blind Society. It appears unlikely that public libraries will deal to any extent with braille materials but will continue to build collections of talking books.

Suggested areas of activity associated with libraries in adult education settings include:

* Identification of a facilitator on campus who will inform library staff of students' needs.
* Assistance in obtaining special format materials through other agencies or by arrangement with volunteer readers.
* Preparation of guides to libraries in a format suitable to the user.
* Liaison with lecturers regarding course requirements before sessions commence.

* Acquiring of knowledge of where materials are available and the holdings of other institutions.

* Liaison with organisations.

* Formation of an interest group of University, CAE, TAFE, and public libraries to ensure communication amongst these groups.

* Special assistance with photocopying.

* Consideration of special loan conditions.

* Provision of aids, reading rooms, and other facilities as required.

Suggested areas of activity associated with provision of service in public libraries:

* Development of a statement of policy regarding services and material.

* Awareness of services of organisation concerned with visually handicapped people.

* Ability to refer persons to welfare organisations if necessary.

* Staff training to improve awareness of special materials and assistance required.

* Liaison with agencies and individuals.

* Inter-library loan arrangements for access to special materials.

* Knowledge of NUC:H and participation in providing information about special format holdings.

* Provision of information regarding volunteer readers to assist in transcribing mail, etc.

* Outreach to all medical, welfare, church, and community groups to advise potential clients of library services.

* Liaison with schools for blind children in order to facilitate the use of the library for recreational and support services where necessary.

* Preparation of catalogues, booklists, or newsletters in a format suitable to the user.

* Identification of local needs and assistance in filling these.

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Table 2

TABLE 2.10 HANDICAPPED PERSONS WITH MENTAL DISORDERS: TYPE OF CONDITION BY AGE, SEX AND CAUSE

	Type of mental disorder							
	Mental retardation	*Mental degeneration due to brain damage*	*Slow at learning and specific delays in development*	*Senile psychoses*	*Other psychoses*	*Neurotic disorders, personality disorders and other non-psychotic mental disorders*	*Unspecified mental disability, nerves, nervous tension or emotional condition (a)*	*Total with mental disorders*
PERSONS REPORTING EACH CONDITION AS PRIMARY ('000)								
Age group (years)								
Less than 15	12.9	*	17.4	*	*	6.7	*	38.9
15-24	11.5	*	3.8	*	*	*	*	19.5
25-34	8.5	*	*	*	*	8.5	3.4	21.7
35-44	4.0	*	*	*	*	8.4	3.4	18.6
45-54	*	*	*	*	*	8.8	4.4	19.3
55-64	*	*	*	*	3.0	12.2	5.2	23.9
65-74	*	*	*	*	*	4.1	*	14.0
75 or more	*	6.3	*	11.8	*	*	*	25.8
Sex								
Males	23.1	4.1	18.1	3.1	8.8	21.2	7.1	85.4
Females	19.6	6.3	5.1	11.3	5.6	30.8	17.5	96.3
Total	42.7	10.4	23.3	14.3	14.4	51.9	24.6	181.7
Per cent	23.5	5.7	12.8	7.9	7.9	28.6	13.5	100.0
UNDERLYING CAUSE OF PRIMARY CONDITION (PER CENT)								
Chromosomal anomalies (includes Down's syndrome)	13.0	*	*	*	*	*	*	3.1
Birth injury	8.5	*	*	*	*	*	*	2.7
Other congenital or perinatal conditions	55.2	*	54.7	*	*	7.8	*	22.8
Total congenital or perinatal conditions	*76.7*	*	*59.1*	*	*	*7.8*	*	*28.5*
Cerebral palsy	8.7	*	*	*	*	*	*	2.1
Cerebrovascular accident (stroke)	*	57.6	*	*	*	*	*	3.5
Injuries (all types)	*	*	*	*	*	6.6	*	4.9
Other specified causes	*	33.4	*	*	*	*	*	8.0
Old age	*	*	*	72.1	*	*	*	6.5
Unspecified or not applicable	*	*	30.8	*	81.8	80.3	81.4	46.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ALL PERSONS REPORTING EACH CONDITION ('000)								
Age group (years)								
Less than 15	14.4	*	21.8	*	*	8.5	*	45.1
15-24	12.7	*	5.2	*	*	4.9	*	23.7
25-34	8.8	*	*	*	*	9.8	5.8	26.7
35-44	4.5	*	*	*	*	12.1	8.9	27.1
45-54	*	*	*	*	4.0	15.6	12.7	35.4
55-64	*	*	*	*	3.2	27.0	17.2	50.2
65-74	*	*	*	3.2	3.0	12.2	9.1	30.2
75 or more	*	8.3	*	20.0	*	10.4	11.7	51.0
Sex								
Males	25.3	4.9	25.3	5.0	11.9	43.9	22.6	129.1
Females	22.5	8.1	10.1	18.9	7.3	56.7	47.1	160.3
Total	47.8	13.0	35.4	23.9	19.2	100.6	69.7	289.4
Per cent	16.5	4.5	12.2	8.3	6.6	34.8	24.1	100.0

(a) Includes those persons on long term treatment for nerves or an emotional condition, or in need of help or supervision because of a mental disability but the nervous, emotional or mental condition was not reported.

Table 2.10 reproduced from Australian Bureau of Statistics, Handicapped Persons Australia 1981, Canberra, Australia 1982. ABS Catalogue 4343.0 (ISBN 0644 022.67).

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2 INTELLECTUAL DISABILITY/SLOW LEARNING

2.1 Statistics

Table 2 reproduced from Handicapped Persons Australia 1981 includes mental retardation, slow at learning, and neurotic and emotional disorders under the heading 'Mental Disorders'. The Bureau of Statistics summarises these statistics:

"289,400 handicapped persons (22.9%) reported mental disorders of some kind. Of these 181,700 reported a mental disorder as their primary condition. The largest single group within 'Mental Disorders' is that of neurotic disorders, etc., which was reported as primary by 28.6% of handicapped persons with a mental disorder. This was followed by mental retardation which was reported as primary by 23.5% of the same population. The handicapped with mental disorders also included a significant number (69,700) with ill-defined mental conditions... In contrast with most other disabling conditions reported in the survey, which increase with age, mental retardation and slow learning occur most among the younger age groups (i.e. less than 25 years). The most frequently reported cause of mental retardation and slow learning was congenital or perinatal conditions. The most frequently reported cause of mental degeneration was cerebrovascular accident (stroke)."

2.2 Needs - Materials

Little information is available regarding provision of library services and materials to persons disabled by mental disorders such as psychosis and neurosis. Until necessary study has been carried out it would appear that the main emphasis should be on development of core collections of materials on mental disorders.

Stroke (cerebrovascular accident) has been identified as the most frequent cause of mental degeneration. Provision of materials for stroke victims would be likely to include aids such as page turners and talking books. Liaison with therapists and rehabilitation workers is necessary to identify individual needs.

Discussion of the needs of mentally retarded (or, to use the preferred term, intellectually disabled) persons and slow learners requires reference to education and development practices and policies. In an unpublished report on Library Services to Intellectually Handicapped People by Maida Stern (1983), the writer states:
"To be consistent with our general aim of encouraging intellectually handicapped people to function as part of their community, wherever possible, and not segregated from it, we would expect normal public library outlets to cater for our peop'e, and in many cases, they do.

But, to be realistic, we find that one needs to build bridges to enable this to happen".(8)

The writer goes on to describe the Narkaling Library in Western Australia, which has been established to meet the needs of intellectually handicapped people, particularly those in hostels and training centres. Materials include well-illustrated books attractively displayed on sloping shelves with the whole of the front covers visible. These materials, when allied to literacy programmes, are said to have added a new dimension to intellectually handicapped people. There is no similar library set up in New South Wales for intellectually disabled people although, in discussion with representatives, it would appear that such a resource would be desired. It would appear far more practical, in view of the large area and scattered nature of services throughout New South Wales, that suitable provisions be made in public libraries to meet these needs. Certainly public libraries could provide the necessary materials to support literacy, living skills, and education programmes.

Maida Stern highlights the value of library experience to the intellectually disabled:

"Gradually their confidence in using books to obtain enjoyment and information has been built up, and whether they are technically literate or not, many trainees who are regular users of the Narkaling Library can then take the additional step of seeking material from their local public library. Their success there tends to depend on the degree of welcome and co-operation from the libraries they encounter." (9)

Toy libraries for the handicapped have also been established and, as responses to the survey indicated, these are often run in co-operation with local public libraries. (See discussion page 56).

2.3 Needs - Services

Again emphasis is on facilitation by library staff. Before effective services can be established it is necessary for staff to become aware of the special needs of individual persons and the programmes established to allow these individuals to attain a full and meaningful lifestyle.

Some established areas of service include story-telling, puppet and drama sessions, regular visits from classes in special schools, toy library services, literacy support, film sessions, holiday activities, and production of special format materials for non-readers.

To ensure implementation of any, or all, of these services it is necessary to establish liaison with special schools, workshops, training centres, literacy teachers, and individuals. For a useful discussion on the needs of

intellectually disabled children in libraries, readers are referred to Newsletter No 7 of the South Australian Advisory Committee on Library Services to the Disabled (July 1983). Some practical guidance on establishing services is given in an article by Angela Roodhouse of the Special Education Unit.

2.4 Access Needs

Some intellectually disabled library users may have multiple disabilities. These difficulties can generally be overcome with appropriate assistance. In general, access to the materials and services depends more upon the facilitating role of library staff than specific arrangements or aids.

Angela Roodhouse comments on the layout of the library:

"This is particularly valid for the mentally handicapped slow learner - lots of vital clues as to the content of particular shelves are needed. The librarian is the most effective factor. Lots of money can be spent on access, special furnishings, etc., but if the librarian does not help the clients the whole thing is a waste of money." (10)

2.5 Agencies Providing Special Services to Intellectually Handicapped and Slow Learning Persons.

2.5.1 New South Wales Council for the Mentally Handicapped

The New South Wales Council for the Mentally Handicapped has a co-ordinating function for 98 organisations providing services to intellectually handicapped people. Polices of the Council are outlined in their Policy and Philosophy Document and include:

"To encourage the inter-change and dissemination of ideas, the arousing of interest and development of an informed public opinion with the object of stimulating community action and other measures directed to the promotion of such persons." (11)

The Council seeks to establish co-ordinated networks of services to ensure provision of comprehensive and integrated facilities, programmes, and services for intellectually handicapped persons and their families. The types of services considered essential by the Council are based on the principle of normalisation, giving people with intellectual disability the opportunity to live in, and be part of, the community. Such services include diagnosis, early intervention, family education and support, development and training, and residential and recreational needs of individuals.

A small reference collection is available, to members, of materials about intellectual disability at the Sydney headquarters of the Council. The major source of information on intellectual handicap is available from the Australian Association for the Mentally Handicapped in the ACT.

2.5.2 Down's Syndrome Association of New South Wales

The Down's Syndrome Association of New South Wales was formed by parents of Down's Syndrome children who wanted to improve services to their children and to foster a more positive acceptance of Down's Syndrome people in society. The Association seeks to promote the normalisation and integration of Down's Syndrome people within the community and to provide support and assistance to parents and families. The Association acts as a lobby group in matters involving education, care, finances, and employment.

A library of materials about Down's Syndrome has been developed by the Association and is available through a postal service to members. Regular booklists and a newsletter are produced by the Association.

2.5.3 Association for Children with Learning Difficulties.

The Association for Children with Learning Difficulties is primarily concerned with the welfare of children who have a specific learning disability, who are mildly retarded, or who show developmental delay.

A library of materials on learning disability is maintained by the Association for its members. Materials for the learning disabled are not provided although such a resource would be considered valuable by the Association.

The main function of this Association is as a referral and counselling body. Support services are offered for every age group. A newsletter is issued to members. The Association for Children with Learning Difficulties has published a book containing general practical advice and a directory of services. Titled My Child Can Learn, this publication is available from the Association's headquarters at Peakhurst.

2.5.4 Specific Learning Difficulties Association of New South Wales (SPELD)

SPELD is a charitable organisation of parents and professionals who are interested and involved in advancing the education and

general development of children and adults with learning disabilities. The main headquarters of SPELD are located in Sydney with branches in Newcastle, Wollongong, Lismore, Casino, and Kyogle.

SPELD aims to establish facilities for diagnosis and remedial treatment for both children and adults throughout New South Wales. One of their aims is to increase public awareness of the problems associated with learning disability. SPELD actively encourages the provision of in-service training for teachers and the education of specialist teachers in this field.

SPELD carries for sale over 100 publications related to specific learning difficulties. At their Mosman headquarters a reference library containing over 1000 books is available to members and other interested persons. Members may borrow these materials. Library activities depend heavily upon the support of volunteers.

In a letter accompanying the questionnaire return, a representative of SPELD made these observations: "Since 1968 SPELD has been lobbying Federal and State governments to assume responsibility for the remediation of the learning disabled. The establishment of the Adult Literacy Information Office has to some extent lessened our workload. However the New South Wales Department of Education with only 300 remedial teachers and 376 resource teachers for the estimated 115,000 children with learning difficulties are referring an increasing number of parents to SPELD. As our counselling service is free of charge and our literature is distributed free of charge an increasing burden is being placed on our already limited resources. We are pleased that an increasing number of public libraries are endeavouring to provide services for the learning disabled."

2.5.5 Adult Literacy Information Office, Redfern

Literacy and Libraries

There has long been emphasis on the need for public libraries to assume an active role in support of adult literacy programmes. In Judith Goyen's Libraries for Literacy this role is discussed:

".....each library should work out a plan of action which commits it to an increasing involvement in adult literacy each year. There is considerable agreement that any such plan should include the following main areas of activity:

1. Co-operation with community projects.

2. Use of competent and sympathetic staff.

3. Provision of appropriate reading materials.

4. Provision of appropriate services and facilities."(12)

As reported in the current survey some public libraries have established programmes along these guidelines. In some instances members of library staff have assumed an active role as tutors. Goyen comments on this aspect and, while referring to a statement regarding British libraries, she suggests that similar attitudes prevail in Australia:

"... few librarians have accepted the challenge of becoming tutors. Astbury was of the opinion that most Chief Librarians still maintained that it was not part of the librarian's duties to teach adults to read and certainly not during working hours." (13)

While argument may continue regarding this aspect of library involvement there can be little argument that the tools of literacy programmes and necessary background knowledge are invaluable to practising librarians in supplying the needs of the deaf, the intellectually disabled and slow learning, and the illiterate.

Goyen suggests that as an alternative to active involvement as tutors, specialist librarians with expertise in the field of adult education should be appointed, or a particular member of staff designated to have responsibility for literacy work.

Adult Literacy Information Office.

The Adult Literacy Information Office holds approximately 500 large print titles and 20 spoken word cassettes in addition to a vast range of materials suitable for literacy programmes. Boxes of books (including kits) are sent to country areas to support literacy programmes and organisations involved in education. Some low vocabulary/high interest materials are produced by staff at the Adult Literacy Office in Redfern.

As noted in the discussion of SPELD the establishment of the Adult Literacy Information Office has greatly increased the availability of materials suitable for slow learners and their role as an advisory group is also highly valued. Activities include training of tutors and volunteers and provision of theoretical information about literacy as well as provision of literacy materials.

2.6 Provision for Education of Intellectually Disabled Children

2.6.1 New South Wales Department of Education

2.6.1.1 Prevalence Figures

Prevalence figures from the Department of Education indicate 115,000 children with learning disability, 22,400 mildly intellectually handicapped, and 3,500 moderately/severely intellectually handicapped children are considered to need special services from the Government education system.

2.6.1.2 Present Provisions

Mildly Intellectually Handicapped

Of the 22,400 mildly intellectually handicapped children needing special services, 10,000 are in special schools or classes and the remainder are in regular classes.

The Department of Education operates six OA schools catering for 850 children and one residential school with about 100 children. Approximately 4000 children are provided for in 258 classes in primary schools and approximately 1700 children are in Secondary OA classes. A special class may be established where there are groups of 15 or more pupils requiring special assistance.

Moderately/Severely Handicapped.

The Department provides 55 separate Opportunity 'OF' schools for moderately intellectually handicapped children. Some of these schools were formerly operated by welfare associations. Since 1974 the Department of Education has assumed responsibility for 32 schools previously conducted by voluntary associations. Schools electing to maintain this status receive subsidy funding from both State and Federal governments.

Special Learning problems (including developmental or neurological dysfunction).

It has been reported that this is numerically the largest group of children in need and this is the group where the greatest amount of service deficiency exists. Children in this group may be in regular classes, special classes, or specific education centres.

2.7 Provision of Services to Adult Intellectually Disabled Persons.

The mandatory leaving age for Department of Education schools is 18 years of age. Continuing education may be provided in several settings including Training Centres,

Activity Centres, Sheltered Workshops, Work Preparation centres, and through programmes such as those run by TAFE (Technical and Further Education). Skills taught in these settings include basic reading/numeracy, cooking, budgeting, self-care, and preparation for employment.

2.8 Implications for Libraries

Library services for intellectually disabled persons have just begun to become established. It is reasonable to suggest that expectations of both the providers of library services and the intellectually disabled people themselves have changed, albeit slowly, in recent years. In a survey into library services for the intellectually disabled carried out on behalf of the Australian Association for the Mentally Retarded (1983) some preliminary observations were noted:-

- There is little evidence of library services being provided by voluntary organisations.
- There is, however, evidence that public libraries, especially in country areas, are developing collections of appropriate materials.
- It was agreed that there is a need to determine the level of provision.

These observations, stated in a communication from ACROD (Canberra), were included in a summary of meetings with members of the National Library Advisory Committee and representatives of organisations associated with services for intellectually disabled persons. There has been a commitment made to working out a strategy for improvement in library services for intellectually handicapped people. It is reasonable to assume that the involvement of public libraries will continue to be vital in this area. This involvement will include increasing provision of appropriate materials and services.

Provision of appropriate materials includes high interest/low vocabulary materials and toy libraries. In the current survey there appeared to be little reflection of a knowledge of the needs of intellectually disabled children and adults apart from the reported toy library activities. Materials suitable for use by intellectually disabled library users will probably be available in most libraries from established literacy collections. A knowledge of the suitability of such materials and an extension of the range of materials provided is necessary to effectively support existing and future programmes available for intellectually disabled people.

Areas of activity reported in the current survey included visits by classes of special schools, storytelling, puppet and drama sessions, provision of toy library facilities, film sessions, and holiday activities. These activities are well established in several libraries but, generally, library services for intellectually disabled are still in the early stages of development. It would appear that public libraries have a role to play in supporting early intervention, school based, and adult education programmes as well as in providing recreational materials and activities.

Suggested areas of development include:

* Development of a core collection of information about intellectual disability.

* Liaison with personnel in all organisations caring for, and providing programmes for, intellectually disabled persons.

* Staff training to increase awareness.

* Identification of a member of staff to interact with individuals, parents, and carers.

* Development of collections of materials suitable to the needs of intellectually disabled persons, including high interest/low vocabulary materials, toy collections, etc.

* Provision of facilities to prepare taped information for individuals who do not have reading skills.

* Involvement in activities such as storytelling, puppet shows, holiday activities, library visits, film sessions, etc.

* Information and referral to organisations concerned with services to intellectually disabled people.

* Displays to increase public awareness of the needs of intellectually disabled people.

* Displays reflecting the art work, crafts, and achievements of intellectually disabled people.

* Co-operation and involvement with the toy library movement.

* Provision of access to music collections and other special collections, with flexibility in regard to membership requirements such as to allow disabled persons full access in an independent manner where suitable.

3 PHYSICALLY DISABLED

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Table 3

TABLE 2.7. HANDICAPPED PERSONS WITH MUSCULOSKELETAL SYSTEM DISEASE: TYPE OF CONDITION BY AGE, SEX AND CAUSE

	Type of musculoskeletal condition					
	Arthritis and disorders of the back	*Rheumatism, excluding the back*	*Absence of limbs or parts of limbs*	*Musculoskeletal deformities (a)*	*Other diseases of the musculoskeletal system and connective tissue*	*Total musculoskeletal diseases*
PERSONS REPORTING EACH CONDITION AS PRIMARY ('000)						
Age group (years)						
Less than 25	12.1	•	•	6.2	•	23.9
25–34	18.3	3.3	•	3.8	•	28.9
35–44	30.7	3.9	•	•	•	42.2
45–54	49.6	3.5	•	3.1	•	60.2
55–64	67.6	3.8	•	•	6.1	82.4
65–74	53.9	•	•	•	3.2	64.5
75 or more	58.3	•	•	•	3.7	69.4
Sex						
Males	127.1	10.1	9.2	11.9	9.9	168.1
Females	163.5	11.7	4.8	11.8	11.6	203.4
Total	**290.6**	**21.8**	**14.0**	**23.7**	**21.5**	**371.5**
Per cent	78.2	5.9	3.8	6.4	5.8	100.0
UNDERLYING CAUSE OF PRIMARY CONDITION (PER CENT)						
Congenital or perinatal conditions	1.7	•	•	35.6	•	4.4
Injuries (all types)	45.0	52.3	59.8	41.2	60.0	46.6
Old age	8.1	•	•	•	•	6.7
Other specified cause	2.0	•	30.3	•	•	4.4
Unspecified or not applicable	43.1	30.0	•	•	28.1	37.9
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
ALL PERSONS REPORTING EACH CONDITION ('000)						
Age group (years)						
Less than 25	133	•	•	11.5	•	36.9
25–34	22.1	4.5	•	6.4	•	34.0
35–44	34.4	5.3	3.9	4.8	3.2	46.2
45–54	57.3	5.8	4.6	6.6	4.3	72.9
55–64	86.1	8.9	5.8	8.0	9.3	108.5
65–74	75.6	6.0	6.3	8.6	4.9	92.5
75 or more	85.6	6.9	5.1	7.2	6.6	92.4
Sex						
Males	160.7	18.3	22.2	24.6	14.7	221.0
Females	213.7	21.7	7.0	26.5	18.1	268.4
Total	**374.4**	**40.0**	**29.3**	**51.1**	**32.8**	**489.4**
Per cent	76.5	8.2	6.0	10.4	6.7	100.0

(a) Excluding absence [illegible] of limbs

3.1. Statistics

Handicapped persons with disease of the musculoskeletal system.

489,400 handicapped persons (38.7% of all handicapped persons) reported a musculoskeletal condition as their primary disabling condition. The most frequently reported group of musculoskeletal conditions was

60

'Arthritis and Disorders of the Back' which accounted for 78.2% of the musculoskeletal condition reported as primary (see Table 2.7). This was also the single most frequently reported condition in the whole survey (reported by 23.3% of all disabled persons).

Table 2.7 and information reproduced from Australian Bureau of Statistics' Handicapped Persons Australia 1982. Canberra, Australia, 1982. AES Catalogue 4343.0 (ISBN 0644022167).

3.2 Needs - Materials, Services, Access

In general, physically disabled persons' library needs are more likely to concern access provisions than special materials or services. The obvious value of housebound delivery services for those with mobility problems and the provision of talking books for those who are unable to hold a standard print book have been recognised by libraries in recent years. As the present survey indicates, many public libraries are catering for the print handicapped through one or both of these services.

In recent years much attention has been paid to physical access provisions. Most states in Australia have developed legislation to ensure standards of access in accordance with those laid down by the Standards Association of Australia in AS1428-1977 Australian Standard Code of Practice Design Rules for Access and Mobility. The Victorian ACROD Committee has compiled a useful checklist Design for Access and Mobility which assists assessment of both external and internal features of libraries.

3.3 Agencies Providing Special Services for Physically Disabled Persons

3.3.1 The Independent Living Centre

The Independent Living Centre

The Independent Living Centre is a clearing house for a large range of aids. Items are not purchased through the Centre but are displayed with details of manufacturers, price, and suitability supplied. Advice on fitting out specific rooms such as kitchens, bathrooms, etc., is available and aids from smallest kitchen appliances to hospital beds are available for inspection.

The Centre acts as an information and referral agency to country and metropolitan areas.

3.3.2 Technical Aid to the Disabled (TAD)

TAD provides individual aids to a wide range of persons using the technical expertise of its 400 volunteers. These volunteers have the necessary technical skills to

devise and construct aids to suit individual requirements. Enquiries about commercially available aids are referred to the Independent Living Centre.

The TAD library is a special library set up to serve the needs of the organisation and caters mainly for the volunteers and professional staff who develop aids. A small collection of material on coping with disabilties is also available for disabled clients.

A journal, The TAD Journal, is published quarterly, giving information about completed projects and rehabilitation matters.

3.3.3 Association of Self Help Organisations and Groups (ASHOG)

The Association of Self Help Organisations and Groups is an 'umbrella' organisation for a large number of separate self help groups. ASHOG's major services include:

Information and referral on self help.

Register of self help organisations and groups in NSW.

Community research and advocacy.

Advice to newly formed groups on setting up their group.

Advising councils, organisations, and individuals on matters of access and mobility in buildings.

ASHOG committee members are concerned with all aspects of the self help movement and with the welfare of all disabled persons. Volunteer representatives of self help groups associated with at least 39 different disabilities assist with the work of ASHOG.

The Honorary Secretary, in replying to the survey questionnaire, commented that financial limitations prevent ASHOG from developing a library service although such a service would be well used. In commenting that suitable materials should be available through public libraries it was suggested that organisations such as ASHOG should be consulted as to whether or not particular materials were appropriate or relevant. It was further suggested that any collection of materials should include fiction and non-fiction books with relevant information and/or role models.

3.3.4 Self-Help Association for Multiple Sclerosis and Allied Disorders (SAMSAD)

SAMSAD is closely involved with the Association of Self Help Organisations and Groups in its work with disabled

persons. While principally concerned with multiple sclerosis and related disorders, SAMSAD shares an after hours information and referral role with ASHOG in providing service to all areas of disability.

SAMSAD does not provide a library service to members as funds are limited. Through its journal Independence (incorporating ASHOG News) information on a wide range of subjects and issues is disseminated.

Both ASHOG and SAMSAD are organisations vitally concerned with community awareness, access, and independence.

3.3.5 Multiple Sclerosis Society of New South Wales.

The Multiple Sclerosis Society of New South Wales provides information on all aspects of multiple sclerosis. At the Society's Activity Centre a library service is provided through the co-operation of the local public library, which provides a deposit of large print and talking book materials. Clients at the Activity Centre come from nursing homes, hospitals, and private homes. The aim of the Centre is to provide therapeutic activity and to teach coping skills. A range of materials specifically related to aspects of coping with multiple sclerosis is produced by the Society.

Disabilities associated with Multiple Sclerosis can include poor vision and mental disorders as well as physical disabilities.

3.3.6 Paraplegic and Quadriplegic Association of New South Wales.

The Paraplegic and Quadriplegic Association of New South Wales provides rehabilitation and information services to all physically disabled persons who require their assistance.

Loans of equipment such as wheelchairs, hoists, commodes, ramps, cushions, etc., are made available by rail, mail, or personal pick-up.

A journal, the Para Quad News, is produced bi-monthly.

3.4 Provisions for Education of Physically Handicapped Children.

3.4.1 New South Wales Department of Education

3.4.1.1 Prevalence Figures.

Prevalence figures compiled in 1980 indicate that 1,250 orthopaedically handicapped children required special services from the Government education system. Based on the World Health Organisation definition, physically

disabled persons include those whose physical impairment (including cerebral palsy, spina bifida, muscular dystrophy, congenital dislocation of the hip, etc.) results in a level of functioning such as to require specialised support services and/or modified environment.

3.4.1.2 Present Provisions

The Department of Education provides eleven special schools (10 Metropolitan, 1 country) for physically disabled children, as well as three units in regular schools. Some physically disabled pupils are enrolled in regular classes or special classes.

The main needs of physically disabled children in a school setting are for mobility and access provisions to be made. Therapy services and special transport arrangements are frequently required.

Included in recommendations made by the Working Party on Special Education Initiatives were references to special equipment, therapy aids, mobility aids, and the need for special training of teachers. It was also recommended that a resource kit of basic information on all aspects of physical disability be developed to increase awareness of needs and facilitate integration of physically handicapped children.

3.5 Discussion

The Bureau of Statistics reported the following information about disabled people who have difficulties using books:

113,800 handicapped persons or 9.7% of all handicapped persons aged 10 years and over had difficulty holding a book or magazine or turning pages.

294,700 handicapped persons aged 10 years and over (25.1% of all persons aged 10 years and over) had difficulty reading an ordinary book. Whereas the aged were more likely to have difficulty holding a book or magazine or turning the pages it was the young as well as the aged who had difficulty reading an ordinary book.

The 332,200 handicapped persons who either had difficulty holding a book, magazine, or turning the pages or had difficulty reading an ordinary book were asked about reading aids they might need. More than half (56.5%) did not need any of the reading aids asked about, but of those who did, 68.1% needed books in large print, 39.5% needed spoken recordings of books, and 11.0% needed page-turning machines. (Australian Bureau of Statistics, 1981).

Organisations providing assistance to physically disabled persons are concerned with the provision of aids and support services to enable such persons to achieve as high a level of independence as possible. While the main facilities are concentrated in the Metropolitan area, information is disseminated through journals and newsletters, co-operation with health, community, and rehabilitation agents, and through the information services of specific organisations.

While the discussion of organisations providing assistance to disabled persons has been limited it is hoped that it will provide insight into some of the needs of such persons, the philosophies behind services, and the areas of need not being met. Most organisations responding to the survey indicated that they were seriously constrained in their activities by financial difficulties. Most relied heavily upon the services of volunteers.

3.6 Implications for Libraries

With the stated difficulties of organisations assisting the physically disabled to provide library services or reference materials to their clients, it would appear most urgent that public libraries be prepared to establish collections of materials recommended by qualified persons on all aspects of physical disability. These should include both fiction and non-fiction, and a knowledge of these materials should be acquired by all staff members.

Awareness of access limitations to particular buildings and the need for consideration of access matters in planning new buildings or altering present layouts should be of prime importance. Awareness of access facilities (or lack of such facilities within the community) is also useful to librarians. Facilitation on the part of staff members to overcome access difficulties is essential.

Provision of housebound and nursing home services, bookmobiles, hospital services, talking books, and reading aids are areas of service well established in libraries, although many libraries provide only some of these. In some libraries none of these provisions are made, often due to lack of funds or demonstrable demand.

Suggested areas of activity associated with provision of service in a public library:

* Remediation of access problems where feasible.

* Facilitation of use of library by staff.

* Development of a core collection of literature about physical disability.

* Establishment of housebound, nursing home, and hospital services where these do not exist.

* Provision of a wide range of spoken word materials.

* Knowledge and loan of aids to assist physically disabled persons to use standard books.

* Liaison with community, health, medical, rehabilitation workers to identify physically disabled clients.

* Liaison with appropriate agencies to identify temporarily handicapped persons.

* Outreach to appropriate agencies to ensure the services of the public library are known.

* Displays of information and aids to increase individual and community awareness.

* Development of a telephone information and referral service where feasible.

* Compilation (if not already available) of a directory of community facilities, with details of access provisions including motels, theatres, restaurants, post offices, etc.

* Provision of appropriate format catalogues to allow selection of materials by housebound and physically disabled clients.

Table 4

BEST COPY AVAILABLE

Handicapped persons with loss of hearing

Loss of Hearing was reported by 311,200 handicapped persons (24.6 per cent), with 130,300 reporting it as their primary condition. Loss of Hearing generally increased with age and the main causes were Injuries (22.5 uer cent) and Congenital or Perinatal conditions (16.0 per cent) (see Table 2.8).

Table 2.8 HANDICAPPED PERSONS WITH LOSS OF HEARING: AGE, SEX AND CAUSE

	Persons reporting condition as primary ('000)		*Underlying cause of primary condition per cent*		*All persons reporting condition ('000)*
Age group (years)		Measles or rubella	3.2	*Age group (years)*	
Less than 15	23.8	Other infective and		Less than 15	29.0
15-24	5.5	parasitic diseases	2.4	15-24	7.6
25-34	4.9	*Total infective and*		25-34	9.0
35-44	8.1	*parasitic diseases*	5.7	35-44	13.5
45-54	8.3	Congenital or perinatal		45-54	25.9
55-64	21.1	conditions	16.0	55-64	58.6
65-74	29.2	Injuries (all types)	22.5	65-74	66.2
75 or more	29.3	Other specified causes	11.4	75 or more	99.5
		Old age	10.8		
Sex				*Sex*	
Males	65.1	Unspecified or not		Males	159.7
Females	65.2	applicable	33.6	Females	151.5
Total	130.3	Total	100.0	Total	311.2

4.1 Statistics

Handicapped Persons with Hearing Loss

Loss of hearing was reported by 311,200 handicapped persons (24.6%), with 130,000 reporting it as their primary condition. Loss of hearing generally increased with age and the main causes were inuries (22.5%) and congenital or perinatal conditions (16.0%).

Table 2.8 and information reproduced from Australian Bureau of Statistics report Handicapped Persons Australia 1981. Canberra, Australia, 1982. AES Catalogue 4343.0 (ISBN 0644022167)

4.2 Needs - Materials

Discussion of needs in terms of services and materials depends upon an understanding of complexity of problems associated with deafness and hearing loss. A discussion of the "Special Needs of the Deaf Patron" by Alice Hagemeyer is contained in Ruth Velleman's book Serving Physically Disabled People (pp 140-161). The author, a deaf librarian, states:

"A few facts about deafness and short list of additional readings are not enough background for a librarian who wants to effect an improvement in library services to the deaf. A few stabs at better collections or services to the deaf won't help much if you really want to provide better services to an isolated community of citizens.

Few deaf users will respond to a meagre library campaign, since deaf people largely are unfamiliar with the host of services that a good public library provides to hearing citizens. It is necessary for one to understand the culture and the communication of deaf people, their information needs, and their suspicion of professionals who want to do something for them - rather than with them. If you are capable of this and can demonstrate that deaf users are welcome in your library and not a nuisance or an embarrassment, then you will be rewarded". (14)

There are two areas of collection building of materials suitable for deaf clients. A first requirement would be a well-recommended core collection of materials about deafness.

Hagemeyer points out:

"Besides the needs of the deaf themselves, there are several related audiences whose interest one needs to bear in mind while building collections and planning services. They include people with hearing impairment; parents with deaf children; hearing users who want general information about deafness; users who want good inspirational reading; professionals working with the hearing-impaired; and last but not least important, citizens who encounter hearing-impaired persons in their own daily lives." (15)

In addition to a core collection incorporating the above areas, multiple copies of the Dictionary of Australasian Signs[16] and other materials on signing would be valuable.

The second area of collection building should be of materials for the deaf. These may include low vocabulary/high interest books and/or materials with both printed and signed information as these become available.

4.3 Needs - Services

The type of services most needed by deaf persons are those related to the acquisition of communication skills. The communication difficulties experienced by deaf persons often prevents them from using normal welfare or social facilties. In general, the isolation imposed by communication difficulties results in deaf people being an almost hidden population to the hearing world. Services through the Adult Deaf Society are described later in this report and these give some indication of the range of support services needed.

Some services which librarians can provide include awareness programmes, displays, provision of appropriate materials, information about organisations, and involvement in sign language/communication classes. Such involvement could include provision of facilities for classes, publicity, and assistance in setting up classes. A knowledge of aids and

displays of these would be another useful service. Aids such as the Porta Printer (teletypewriter), which allows deaf persons to use the telephone, should ideally be placed in every public facility - police stations, fire stations, ambulance stations, hospitals. At the present time use of these aids has not become widespread, possibly due to the high initial costs. Teletext, which allows access to information for deaf persons, is gradually becoming more widely available. Provision for installation of the teletext system could be investigated by libraries.

4.4. Access Needs

Some measures to facilitate use of the library would include the provision of signs to indicate location of materials, well displayed printed notices of rules, hours of opening and services, and printed guides to catalogue and reference collections.

Again the need for a facilitator is apparent. It is unlikely that deaf and hearing impaired persons will have satisfactory interaction with staff if there is not sufficient level of awareness of the communication difficulties of this group. Some libraries have endeavoured to ensure that a member of staff is conversant with sign language.

4.5 Agencies Providing Special Services for the Deaf and Hearing Impaired

Disappointingly, none of the organisations providing services to deaf persons responded to the survey. It would be an oversight not to include information on at least one of these. A summary of the services of the Adult Deaf Society has been compiled from printed brochures and publicity.

4.5.1 Adult Deaf Society of New South Wales

The Adult Deaf Society of New South Wales is a voluntary welfare agency providing post school services for deaf people. This organisation caters specifically for pre-lingually deaf people. Some of the services offered include family support and counselling, communication instruction, sporting, recreational and cultural activities, residential and hostel care, technical information, and aids to living independently.

Some of the activities enjoyed by deaf persons through various organisations include age-related social clubs, arts and crafts, Church of the Deaf, Theatre of the Deaf, and indoor and outdoor bowling. The Adult Deaf Society supports these activities and others.

The Society has regional offices at Newcastle, Wollongong, and Parramatta. Welfare workers visit deaf individuals in country areas and maintain liaison with community

service groups in those areas.

At the Stanmore headquarters of the Society a programme has recently been commenced to establish a basic stock of printed materials for and about the deaf. A catalogue of these materials has been compiled and it is hoped public libraries will establish core collections of recommended materials from this stock. There are also plans to produce materials when finances permit.

4.6 Provision for Education of Deaf and Hearing Impaired children.

4.6.1 New South Wales Department of Education.

4.6.1.1 Prevalence Figures.

Prevalence figures compiled by the Department of Education indicate that 2,500 hearing impaired and 20 deaf/blind children required special services from the Government education system in 1982.

4.6.1.2 Present Provisions

Children below the age of 3 years receive a service provided by the Department of Education through either clinic attendance, visits by itinerant teachers, or a home based service.

Opportunity 'D' classes have been established for children who would have difficulty coping with full time regular classes but who benefit from association with hearing children.

Two separate schools for hearing impaired children are operated by the Department of Education. Farrar school for the Deaf provides for severely and profoundly deaf children in a day school setting. Pre-secondary school students are enrolled from age 3 years. The North Rocks School for the Deaf enrols day and residential students. Oral communication is supplemented by manual methods in these schools.

In summarising the needs of hearing impaired children the report on Strategies and Initiatives for Special Education observed that the difficulties of the hearing impaired still too little understood; that early diagnosis and intervention are crucial to the development of the child; intensive support is needed especially with the move towards integration; and that insufficiently trained staff and limitations of itinerant support teacher provision cause inequitable distribution of service.

4.7 Implications for Libraries.

It would appear from the reading that deaf people are mainly out of the mainstream of the hearing world due to the complex problems associated with communications. This is mainly true for the pre-lingually deaf group. It can be surmised from the lack of response to the present survey, and from readings, that deaf persons feel that facilities such as libraries have little relevance to them. This statement would not be as applicable to persons who have lost their hearing in later life. It can be expected that these persons' needs are best met by an awareness of communication difficulties on the part of staff and information about aspects of deafness that may concern these individuals.

Deaf and hearing impaired people, as in other areas of disability, wish to attain independence, employment, education, and any other attributes necessary for a full and non-isolated life-style. There is no reason to assume that libraries have no contribution to make in assisting individuals to attain these goals.

Suggested areas of activity associated with provision of library services to deaf and hearing impaired persons:

* Provision of clear directional signs.
* Provision of information sheets about rules, hours of opening, catalogues, reference materials, etc.
* Establishment of a core collection of recommended materials about deafness and hearing loss.
* Provision of materials suitable for use by deaf people.
* Outreach to all agencies and individuals to identify needs and inform of library services.
* Display of aids and literature at regular intervals.
* Provision of aids where feasible.
* Support by offering meeting facilities or publicity of sign language classes and other activities.
* Provision of information about agencies serving the deaf.
* Outreach to individual children in schools to familiarise them with the library.
* Awareness training for staff.
* Identification of a member of staff to be of special assistance to deaf clients.

5 TOY LIBRARIES

5.1 Preamble

Any discussion of services to disabled children must include reference to toy libraries - particularly those established specifically to serve children 'with special needs'. The role of toy libraries and their importance in early intervention programmes is well documented. In 1980 the Department of Social Security prepared a report - Toy Libraries in Australia (17) - with special attention to their role in services to young handicapped children and their families. This report provides valuable information regarding the development of toy libraries, the importance of play, and the establishment of early intervention programmes. Theoretical concepts are outlined and results of a survey conducted at that time are analysed.

5.2 Toy Libraries in New South Wales

The toy library movement in New South Wales is a fast growing concern. It is a community movement supported by both Government and non-Government agencies. The 'umbrella' organisation in New South Wales is the Toy Library Association of New South Wales. This Association gains support from the Australian Association of Toy Libraries for the Handicapped (AATLH). The Toy Library Association aims to facilitate the establishment of toy libraries and to disseminate information about suitable materials and resources. It seeks to maintain high standards and to promote the design and manufacture of high quality materials as well as stimulating research in fields related to the work of toy libraries. The Toy Library Association has recently published a List of Toy Libraries in New South Wales (18) which includes more than 200 entries. A second publication - List of Toy Suppliers and Manufacturers (19)- is presently out of print and is due to be released again in 1984. The Association is responsible for promoting toy libraries.

The aims of toy libraries established specifically for children with special needs are reflected in this statement regarding the Cubby House Toy Library at Dee Why:

Cubby House is a community based toy library open to children with special needs - physical, intellectual, emotional or social. Children with chronic health problems, such as asthma or cystic fibrosis, or with temporary handicaps, whether in hospital or at home, are eligible to become members. (20).

5.3. Implications for Public Libraries

In the current survey seven (7) public libraries indicated that they have collections of toys and six (6) of these indicated that these were administered by community workers rather than library staff. A representative of the Toy Library Association referred to toy collections in eleven (11) public libraries known to her. These were mainly Metropolitan libraries. There was no indication that these materials are available specifically for handicapped children. It is probable that collections of toys have been established for general use by all children.

Although the survey indicated some involvement on the part of libraries with toy library collections, the literature reflects a reluctance on the part of public libraries to assume a role in provision of toy materials for 'special needs groups'. This is illustrated in the discussion of the Library Council of Victoria policy in the report on toy libraries in Australia referred to previously. In this discussion it is noted that the Library Council policy statement affirms the legitimacy of toys as part of the holdings of a public library yet views toy libraries for the handicapped as "separate and unrelated to Public Library service". This view is based on the premise that oy libraries for children with special needs practise 'toy therapy' and require the special skills of 'different kinds of experts'.

In commenting on this attitude the authors note:

"....The potential usefulness of the public toy library for the development of all children is undeniable; but there is a risk that the special needs of children in the minority may be overlooked. Although the Victorian Library Council affirms the need for toy libraries for the handicapped, the sharp distinction it draws between toy libraries can likewise suggest a risk. 'Toy therapy' implies a concept of treatment that can dilute the normalizing effect of a toy library for the handicapped, an effect now maximised in toy libraries for the handicapped that are, in fact, closely associated with public libraries....that attempt to capitalize on the association of toy libraries with both the play-things and the need for play experiences that are common to all children." (21)

The key concept of normalisation is referred to here as in other areas of disability. It would appear that public libraries can contribute in this field whether it is through co-operation with community groups or through direct service. The concepts of 'special skills' and 'toy therapy' should be further considered in the context of public libraries. At the very least there is a need for awareness of the place of toy libraries in provision of services to children with special needs and of the role of Toy Library Associations.

6 SUMMARY - IDENTIFICATION OF GAPS IN PRESENT PROVISION

6.1 Relevance and Limitations of Survey

The present survey of resources in libraries and organisations concerned with the welfare of disabled persons was carried out to enable gaps in present provisions to be identified and to formulate recommendations regarding the need for a State advisory body and other action at a State level.

There were several limiting factors on the breadth of findings from this survey. Firstly, the time permitted to complete the survey - from devising and mailing the questionnaire to the writing of the final report - was a period of only two months. This limited the extent to which the Project Officer could follow up information and expand where necessary. It also placed pressure on respondents to reply quickly. The advice and assistance of Mr. Clifford Law of the National Library in suggesting the National survey questionnaire as a model is gratefully acknowledged.

The co-operation of respondents is also gratefully acknowledged. Replies were received from all the university libraries surveyed and from nine of the ten colleges of advanced education. A total of seventy eight (78) public libraries responded. Unfortunately, some of these were returned too late to be included in the analysis.

Responses from organisations primarily concerned with the welfare of disabled persons were not as high. It is regretted that time did not permit the compilation of a second, more appropriate, questionnaire. Many organisations responded to the request made in a covering letter for printed materials regarding policies and activities. These were found to be most useful. Discussion of organisations providing services has been included in the discussions of major areas of disability. It is regretted that many organisations have been omitted, however it is felt that the agencies referred to are representative of the field and could assist with referral to other groups.

The time factor was also responsible for the omission of detailed information about Catholic Education provisions for children and the Technical and Further Education (TAFE) system. The Catholic Education system is organised on a diocesan basis and information was not readily available. A summary of the activities of TAFE, based on a report published in 1981, has been included and gives some indication of the range of programmes conducted by TAFE, although it should be noted that activities have expanded considerably in the intervening years.

6.2 Materials and Services

In commenting on the findings of the National Survey of Library Services to Disabled persons W.D. Thorn stated:

"I think that there is fairly clear evidence of the essentially fragmentary and inadequate provision of library services for the handicapped people in Australia. I believe that it is indisputable that the level of library service provided for the handicapped generally falls far below that enjoyed by the community generally." (22)

This 'essentially fragmentary and inadequate' level of service has been evident in the current survey of provisions in New South Wales. It is evident that while large print and, to a lesser extent, talking books have become readily available through public libraries there has been only limited provision of other special format materials. The establishment of services to housebound individuals and to nursing homes reflects an awareness of the needs of the physically disabled and/or the aged. Libraries describing provision of special materials and services, special reading rooms, and extra reference services were referred to by only a small number. In most instances where extra, or specialised, services were described there was identification of a staff member as a facilitator. It would appear essential that such a staff member be identified in all libraries and be sufficiently trained to maintain a continuing understanding of the needs of disabled persons.

What is a satisfactory level of service? Much has been written and said about the formulation of standards of library services to disabled persons but to date these have not been published. Until such standards are set, the formulation of policy statements by individual libraries will not occur. One view of desirable level of service is given by A.L. Westaway when speaking of the needs of blind handicapped readers:

"The most concise definition of a desirable end result I have heard is when a person can go into a library anywhere and ask for a book title in the format and language of his choice - ink print, large print, standard taped, Clarke and Smith, Library of Congress, braille - and have the library arrange to provide it." (23)

This statement, extended to include special format materials for all handicapped readers, suggests a level of service far higher than is presently available or aspired to by most libraries. The essential factor is not the physical presence of all special format materials but the knowledge and willingness on the part of libraries to locate and obtain specific items. In the lesser used formats it would be desirable for a pool of such materials to be established at a central point such as the State Library. Basic collections of those types of materials outlined as suitable for each area of disability should be provided in all libraries where feasible. In addition, familiarity and full use of the National Union Catalogue of Materials for the Handicapped (NUC:H) is essential to effectively share the resources already established in other agencies.

Some specific gaps in provision of materials and services:

* Absence of policy statements on acquisition of special format materials and provision of services.

* Absence of budget allocation in this area.

* Limited range of special format materials.

* Limited use of NUC:H.

* Uneven level of service throughout the State.

* Lack of individual services such as volunteer readers.

* Lack of awareness of the special materials required by intellectually disabled or slow learning people.

* Lack of provision of special, or modified, reference services.

* Total lack of materials in languages other than English.

* Limited range of periodicals, spoken word, and local information in special formats.

* Limited provisions for effective resource sharing.

* Limited and uneven outreach provisions.

6.3 Access

In any discussion of library use by disabled persons, access often becomes the foremost subject. While questions of physical access are important, and adherence to standards for future planning is essential, the over-emphasis on access provisions often implies insurmountable barriers where none need exist. The library is but on facility in a town or city that physically disabled people might like to use. In many established towns there may be no accesible theatres, restaurants, post offices, or motels - a fact which most able-bodied persons would never have observed. In addition there may be inadequate parking provisions, an absence of any toilet facilities, let alone special toilets, and totally unnegotiable kerbways and footpaths. These are annoyances to most of us but barriers to the physically disabled to an independent life. It is for this reason that many of the voluntary organisations are concerned with monitoring access provisions in future buildings. It would be as well if the level of awareness by everyone in the community could be raised to also monitor such matters. Once access provisions have been made then there is little need to facilitate, or single out for comment, physically disabled clients.

In discussions of access provisions in libraries the first thoughts are usually of wheelchairs, ramps, sliding doors, and special toilets. These are important but attention also needs to be paid to the internal arrangements of the library. Addressing the National Consultative Seminar in 1978, Dr. Bruce Ford gave a 'consumer report' on library services to the physically handicapped. He pointed out that:
".....we should not regard handicapped people as a mini-minority of the population with esoteric diseases. At different times of our life the most athletic of us are likely to be temporarily handicapped. Access is not only for that very occasional person in a wheelchair; it is for convenient and comfortable movement for people who have difficulty in moving, including those who are carrying a load of library books." (24)

In Dr. Ford's discussion it was pointed out that people with heart trouble, the older person, pregnant women, unsteady small children, obese people, and many others are just as affected by access barriers as the disabled. Some provisions suggested to assist within the library include provision of small, light trolleys to transport books, attention to problems of shiny, highly polished floors, and provision of chairs placed strategically so that people may pause and get their breath.

Dr. Ford's observation that many libraries are saddled with buildings that were never designed to be libraries and that modifications are difficult and expensive is all too true. Even in these difficult circumstances problems of physical access can be overcome by the awareness

and willingness of staff to assist. This can be done either by provision of alternative services such as housebound deliveries and telephone information services or by appropriate assistance within the library. As Dr. Ford points out this is not just applicable to disabled people:

"I hope this paper will loosen our minds about the definition of handicapped so that we do not think of the utility of buildings as a series of gimmicks of ramps and sliding doors, so that we do not think of the handicapped as rare and peculiar people, but we do think of design as something which facilitates the movement of all people, the old with restricted mobility, the young with limited strength, the man with heart trouble, the woman with child, and children. All the people - not just the beautiful people." (25)

6.4 Promotions

The need for promotion of existing services and outreach to individuals and groups has long been recognised. It is particularly relevant in this discussion where the potential user has been identified as having low expectations. This same factor has been discussed in regard to migrants and low socio-economic groups.

Promotional activities are also seen as essential to the continued survival of libraries. In a discussion of the Role of the State and Public Libraries Meeting the Needs of the Handicapped K.A.R. Horn said:

"The next major need is to raise the expectations of present users. We all have some idea of these needs and our readers are generally grateful for what little we can do for them, but my experience is that libraries can decline and indeed atrophy unless they are forced to respond to constantly increasing demands from expectant and articulate readers. Yet it is very hard for readers to know the possible depths of real library services unless they can be exposed to them or have heard about them somehow. This is a curious circular relationship."(26)

There are several ways of reaching potential library users. Talks to medical and rehabilitation personnel, church groups, service clubs, schools, sheltered workshops, self-help groups, senior citizens, and others are useful. The media - radio, television, newspapers - provide a means of wide dissemination of information. Newsletters, book reviews, displays, and library visits by groups are also effective.

At the first National Consultative Seminar in 1978 a workshop discussion group met to discuss promotion. Several points emerged:

"It is important that librarians responsible for services should encourage staff to make contact with groups and individuals, such as doctors, in the community to explain

what they are providing and to find out how libraries can help meet the needs of consumers. They must promote themselves as one unit of the community network." (27)

This same group referred to provision for promotion at a non-local level, suggesting that promotion should be a concerted, planned programme on a continuing basis with the expertise of professional personnel experienced in community outreach. This would indicate a promotional role at a State level in addition to the community effort.

6.5 Attitudes and Awareness

The importance of attitudes and awareness has been the underlying concept behind the discussion of disabilities, the attempt to identify the needs of the disabled in all settings - education, employment, community, social - and the references to policy decisions. One area of change suggested by W.D. Thorn involves the gradual sharing by libraries of the role of service provider which, in the past, was more the domain of welfare organisations:

"There have been broadly based changes of attitudes and in particular a desire for services and activities for the handicapped to move out of a separatist welfare model into the mainstream of regular community programmes. This attitudinal change, which has occurred overseas too, has, to a degree, paralleled the changes that have occurred in the field of library services for people with disabilities." (28)

It is only through attitudinal changes - changes that generally come very slowly - that C. Blaker's description of ideal provisions can be attained:

".....it becomes the responsibility of society as a whole through its education and welfare provisions and in other ways to ensure that each individual has access to the opportunities and skills needed for physical development and satisfaction. That implies - not conformity or the same provisions and services for all - but differing provisions appropriate to differing needs. The rights which belong to individuals in society belong equally to the disabled; the needs are greater." (29)

There is little doubt that much change has still to occur before a level of ideal service provision can be attained. Increasingly, disabled persons themselves are gaining a voice (see discussion page 23 on the role of the consumer group). Attitudinal changes are probably best effected through a concerted educational process beginning with awareness programmes in all schools and extending to 'on the job' awareness programmes.

Staff training is one area of awareness training which is applicable to library services - ideally this should be addressed within the formal training setting such as library school course. Such courses have not yet been effectively established. Another effective way is through familiarity - a situation which, it is hoped, will occur within libraries as more disabled people continue to make demands upon libraries. On the subject

of familiarity, a conversation with a senior librarian comes to mind - in discussing the need for awareness training the statement was made "Yes, I can see that it *is important. For myself, I don't need it - I used to* live next door to a retarded girl". Something of this attitude was reflected in survey responses which said, in effect, we don't see any disabled people so they don't really exist in our area. Encouragingly, far more respondents endorsed the idea of awareness training and some reported successful programmes already established.

6.6 Staff Training

It would appear that many libraries, both large and small, do not have any form of on-going staff training. This is due, it is suggested, to constraints of time and money. It is not surprising, therefore, that few libraries reported staff training programmes in this particular area. The majority of these libraries considered that such training would be desirable. Some libraries commented that such training was not necessary as disabled persons did not use their library. The question could well be asked 'Why?'

Ross Swindley, in his report to the Nation in 1981 titled Library Services and Disabled Persons, suggested:

"Clearly there is a need for the training of all library staff members providing public services, in order to make them aware of the difficulties disabled people face in using libraries and library materials, and how these difficulties may be overcome. Library staff should be aware of services offered by their own library but also by other libraries and agencies in their locality. There must be an end to the all too frequent attitude that if the item requested is not held by a particular library or the particular branch then it is not available or does not exist. This is an aspect of resource sharing that will be particularly important when mainstreaming takes place.

The provision of adequate training which will help librarians to feel at ease with disabled people and to have some knowledge of the kinds of materials and services they need is a problem in view of the already overcrowded curricula of librarianship courses." (30)

Swindley has touched upon several important areas - resource sharing, attitudes, the role of the library in support of mainstreaming programmes, awareness of the availability of special materials and the role of other agencies, and the difficulties of providing staff training segments through established librarianship courses. These areas constitute gaps in present provisions in their limiting effect on efforts to establish effective services.

6.7 Education of Disabled Children and Young Adults.

As indicated in the discussion of disabilities, children with disabilities are educated in many settings. While the aim is to integrate children into normal classes where possible, the particular needs of individual children are often best met in special classes or schools for specific purposes. A strong support system is necessary in all settings - therapists, counsellors, itinerant teachers, diagnostic teams, and remedial teachers. To these support personnel, librarians can be added. In the provision of recreational and informational materials suitable to these children's needs, the librarian is contributing to the educational and developmental components of each child's life as part of the normalisation process.

Young adults are increasingly receiving education in a variety of settings - literacy classes, training centres, sheltered workshops, activity centres, work preparation programmes, TAFE programmes, and others. Increasingly these programmes are being co-ordinated by Educational Officers attached to the particular centre. More disabled people are seeking to acquire the skills needed to prepare them for open employment and independent living. Through liaison with personnel involved in these programmes, the public library is in an ideal position to supply support materials and to open up the possibilities of the library as a meaningful and informational source.

Technical and Further Education (TAFE) Colleges have begun to establish outreach programmes of value particularly to the intellectually disabled. In a Survey of Incidence and Needs and Provisions for Handicapped Students in TAFE Colleges, in 1980, the importance of education to disabled people is discussed:

"One avenue of importance to full participation, whether this participation be the pursuit of leisure and cultural activities or the gaining of employment, is education.

Although handicapped people need access to all types of educational provisions, they particularly need access to education and training that leads to employment. For employment is the key to taking a place in the mainstream of our society." (32)

TAFE seeks, through its provision of special courses, outreach programmes, and support services to fulfil this need. The public library should seek to extend this work so that young disabled persons are in a position to fully develop their potential. That this has not yet been achieved in the area of placing disabled people in open employment is evident in the complete lack of demands made on special libraries as reported in this survey.

6.8 Provision for Education in a Tertiary Setting.

It would appear that little demand is made upon tertiary institutions to provide special services or materials to disabled students. Survey responses indicated that there was a willingness to meet such needs if these arose. It is beyond the scope of this report to establish why so few disabled people seek tertiary education but it is suggested that the low expectations of both society and the disabled person are contributing factors.

Responses to the survey ranged from statements that there had never been a disabled student on campus, to the provision of co-ordinators responsible for facilitating on behalf of the students. In some instances external status is provided. Blind students would appear to be enrolled in tertiary institutions more frequently than other disabled students, according to comments in survey responses. This is most likely due to the strong support and facilitating role of the Royal Blind Society.

Access provisions in tertiary institutions were often reported to be very good. This has been commented on by Roger J. Rees when reporting on a small survey in a paper titled Tertiary Education for Disabled Students:

"It would appear that when the issue of facilities for the disabled student in tertiary education is discussed, then there tends to be an over-emphasis on mobility difficulties, particularly of wheelchair students, on the part of planners. There is an apparent lack of attention to mechanical aids to communication. Such aids are, of course, essential to blind and deaf students. However, students with other types of impairment, such as cerebral palsy and spasticity, need to have the use of cassette recorders and specially adapted typewriters if they are to be able to record lectures and tutorial discussions." (33)

Rees noted that no long term planning was evident - rather, decisions and arrangements for disabled students were made only as problems occurred. This would still be true of many institutions. As Rees states:

"Nowhere is there anything comparable with the planning and production of special materials being undertaken by Britain's Open University. For example, the Open University is engaged in the production of special teaching materials, such as scripts for the deaf and tapes for the blind. Furthermore, it has also introduced and developed the idea of 'personal helpers' at summer schools who make it possible for disabled students to participate in this valuable part of the degree course." (34)

Summer schools have become established in many universities in recent years in Australia. It would appear that there is opportunity to base an outreach programme to potential

students in conjunction with these programmes.

6.9 Discussion of Provision of Services at a State level - Recommendations regarding the role of a State body arising from the results of this report:

The present report has indicated that library services to disabled persons in New South Wales are fragmentary and below the standard of service enjoyed by the non-disabled. In setting this report against the background of the aims and life situations of the disabled, it is hoped that a potential role for libraries can be defined. In the area of employment and independent living there still appears to be a long way to go before disabled persons are freely integrated into accessible situations. There is evidence that few demands are made upon academic and special libraries, reflecting the apparent absence of disabled people in these settings. Welfare agencies caring for particular disabilities are generally limited by lack of funds and rely heavily on dedicated voluntary assistance in many cases. Those organisations which have become well established over many years reflected their need to co-operate with other agencies such as libraries in their efforts to maximise achievements.

There have been many discussions over the past few years on the relative roles of National, State, and local government libraries. There has been much agreement amongst writers that there are certain tasks applicable at each of these levels. One of the major recommendations from the first National Consultative Seminar was the establishment in each state of an advisory body to oversee and co-ordinate activities carried out in each state. Advisory bodies have been established in each of the other states of Australia and co-ordinators have been appointed in Western Australia, Queensland, and Tasmania. Each state has identified different provisions and needs and has attempted to meet these needs in the most effective manner. Ross Swindley reported on the national situation in 1981 in Library Services to Disabled Persons: a Report to the Nation. In this he outlined areas of responsibility which he regarded as appropriate at state level. These included liaison with the National Library and welfare organisations; co-operation between state, municipal, and voluntary organisations; encouragement of seminars and conferences; provision of expertise to advise local public libraries on setting up services to the disabled; provision (or encouragement) of training programmes for library staff; establishment of a central pool of resources; and others (35).

In addition to the recommendations made by Swindley it is suggested an active role in promotional/outreach activities, co-ordinated on a state-wide basis, could be included in those itemised activities which are proposed to be carried out by a co-ordinator.

The above tasks are suggested as a guideline to the areas of activity which are likely to be needed to effectively establish library services to the disabled in New South Wales as an integral part of general library service. In examining the particular needs of this state it is suggested that these tasks should initially be carried out by a co-ordinator from within the State Library who, having established strong liaison with other service providers, would have the benefit of their expertise in an advisory role. These tasks could be carried out to some extent by an advisory body, but it is recommended that a co-ordinator be appointed initially to set priorities and to put into effect those tasks which are specifically a library function, such as the development of central pools of little used materials, information guides, encouragement of training programmes, and others.

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APPENDIX 1: Definitions used by the Bureau of Statistics in devising a method of identifying Impaired/ Disabled and Handicapped Persons.

The W.H.O. definitions:

The theoretical basis of the survey development was based on the International Classification of Impairments Disabilities and Handicaps as published and developed by the World Health Organisation. (Geneva, 1980).

Impairment

W.H.O. definition: In the context of health experience an impairment is any loss or abnormality of psychological, physiological, or anatomical structure or function.

Characteristics: Impairment is characterised by losses or abnormalities that may be tempoary of permanent, and that include the existence or occurrence of an anomaly, defect, or loss of limb, organ, tissue, or other structure of the body, including the systems of mental function. Impairment represents exteriorization of a pathological state, and in principle it reflects disturbance at the level of the organ.

Disability

W.H.O. definition: In the context of health experience a disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

Characteristics: Disability is characterised by excesses or dificiencies of customarily expected activity performance and behaviour, and these may be temporary or permanent, reversible or irreversible, and progressive or regressive. Disabilities may arise as a direct consequence of impairment or as a response by the individual, particularly psychologically, to a physical, sensory, or other impairment. Disability represents objectification of an impairment, and as such it reflects disturbances at the level of the person.

Disability is concerned with activities in the form of composite activities and behaviours, that are generally accepted as essential components of everyday life. Examples include disturbances in behaving in an appropriate manner, in personal care (such as excretory control and the ability to wash and feed oneself), in the performance of other activities of daily living, and in locomotor activies (such as the ability to walk).

Handicap

W.H.O. definition: In the context of health experience, a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfilment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.

Characteristics: Handicap is concerned with the value attached to an individual's situation or experience when it departs from the norm. It is characterised by a discordance between the individual's performance or status and the expectations of the individual himself or of the particular group of which he is a member. Handicap thus represents socialisation of an impairment or disability, and as such it reflects the consequences for the individual- social, economic, and environmental - that stems from the presence of imapairment and disability.

Disadvantage arises from failure or inability to conform to the expectations or norms of the individual's universe. Handicap thus occurs when there is interference with the ability to sustain what might be designated as 'survival roles.' Six major survival roles have been identified as: Orientation; Physical Independence; Mobility; Occupation (relevant to age, sex, etc.); Social integration; Economic Self-sufficiency.

In the initial stages of the survey development it was realised that the W.H.O. definitions would have to be modified since as they stood, they could not be easily translated into questions which could be consistently understood by persons responding to surveys. It was also decided not to attempt to cover the area of 'social and cultural integration', because of its subjective nature and because of the difficulty in defining a 'social handicap'.

APPENDIX 2: LIST OF MATERIALS USEFUL IN FORMING A BACKGROUND TO DISCUSSION OF DISABILITIES.

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APPENDIX 3:

Library Association of Australia

STATEMENT OF POLICY ON LIBRARY SERVICES FOR DISABLED PEOPLE*

1 The Library Association of Australia believes that everyone has the right of access to library services and materials to meet their needs for information, inspiration, education and recreation.

2 The Association supports programs that will strengthen and expand library and information services to everyone including those with physical or intellectual disabilities.

3 The Association encourages federal, state, regional and local authorities to provide adequate financial support to enable libraries of all types to offer the specialised services and materials needed by disabled people at a level not lower than those provided for the remainder of the community.

4 The Association supports efforts to ensure that library and information services complement the services to disabled people provided through voluntary and government-sponsored programs and by agencies concerned with direct support to the disabled.

5 The Association promotes the universal application of building standards, in particular Australian Standard 1428-1977 which will ensure maximum ease of access to library buildings for those with mobility, visual and auditory difficulties.

6 The Association supports efforts by the National Library and State libraries to achieve maximum access to the specialised materials required by disabled people and in ensuring that appropriate and timely arrangements are made and standards established for the production of materials for the various categories of disabled people.

7 The Association is concerned to ensure that copyright law provisions do not unnecessarily hinder access by disabled people to copies of material in special formats.

*Disabled people are understood here to be those with a physical or intellectual disability which handicaps them in their use of conventional library and information services and materials.

Library Association of Australia
35 Clarence Street Sydney NSW 2000
Telephone (02) 29 7724

APPENDIX 4

STATE LIBRARY OF NEW SOUTH WALES

WORKING PARTY ON LIBRARY SERVICES TO DISABLED PERSONS

State survey of Resources, Facilities and Policies for provision of services to disabled persons in New South Wales, October, 1983.

1. Name of library or organisation .....

.....

.....

Address .....

.....

.....

Telephone number .....

Name of officer completing this questionnaire .....

Designation .....

Date of completion of questionnaire .....

Signature .....

2. Is your organisation (please tick one of the following):

- ☐ an organisation primarily concerned with the welfare of handicapped people
- ☐ State Library
- ☐ Other Public Library *
- ☐ University Library
- ☐ College of Advanced Education (CAE) Library
- ☐ College of Technical & further Education (TAFE) Library
- ☐ Government Departmental Library
- ☐ Other (please specify)

* In the case of a regional library system, only one return should be submitted -- not one per branch

3. How many staff work in your organisation? .....

4. Do you provide special format materials for use by disabled users?
eg. large print books, braille books, talking books, etc.?

☐ yes ☐ no

5. Do you offer any of these services for disabled persons?

☐ volunteer readers

☐ loans of equipment (eg. talking book machines, magnifiers, special aids, etc.)

☐ reading room(s) with listening facilities

☐ extra reference and information services

☐ writing and reading aids eg. typewriters, Optacons, page turners, etc.)

☐ other (please specify) .....

6. If you do not provide special services at present, are you planning to introduce services specifically for disabled persons?

☐ yes ☐ no

7. If answer is 'yes' when do you envisage these will be operational?

☐ within a year ☐ 1-2 years

Please comment, indicating the nature of the planned services

If answer is 'no', would you introduce services for disabled people if additional funds beyond your present budget were available?

☐ yes ☐ no

8. Have you ever received formal requests from individuals or organisations for the provision of special services or materials for disabled persons?

Materials ☐ yes ☐ no

Services ☐ yes ☐ no

If answer is 'yes', please comment

SECTION A - TO BE COMPLETED BY LIBRARIES PROVIDING MATERIALS AND SERVICES TO DISABLED PERSONS

9. Do you have a person specifically designated to plan and co-ordinate library services to disabled persons?

☐ yes ☐ no

If the answer is 'yes', what is the name and designation of this person

.....

.....

10. How many library staff are specially concerned with providing materials and services to disabled persons?

.....

If staff are not specifically assigned in providing services and materials, please estimate the number of man/hours devoted to this area of service .....

11. For which areas of disability do you provide services and materials?

☐ Blind ☐ Intellectually Disabled

☐ Deaf ☐ Aged

☐ Physically Disabled ☐ Developmentally Disabled

☐ Illiterate

☐ Other .....

SECTION B - TO BE COMPLETED BY ORGANISATIONS OTHER THAN LIBRARIES, PROVIDING SERVICES AND MATERIALS FOR DISABLED PERSONS

9. How many of your staff are involved in providing services and materials to disabled persons? .....

10. Do you provide services and materials to only one area of disability?

☐ yes ☐ no

If answer is 'yes', please state area of disability .....

.....

If answer is 'no', please comment .....

.....

.....

11. Does your organisation provide:

☐ training of individuals

☐ information services

☐ education

☐ referral

☐ special aids

☐ student services

☐ other (please specify) .....

REMAINDER OF QUESTIONNAIRE TO BE COMPLETED BY ALL RECIPIENTS

12. What percentage of your total budget is allocated to the provision of materials and services to disabled persons? (If not known, please estimate)

Actual .....

Estimate .....

13. How many titles do you have in the following categories?

☐ Braille .....

☐ Talking Books (Clark & Smith) .....

☐ Cassettes (spoken word) including Hear a Book .....

☐ Tapes (reel to reel) .....

☐ Large print .....

☐ Moon books .....

☐ Other (please specify) .....

14. Do you place any restriction on the use of special format materials?

☐ no restriction

☐ restricted to use on the premises only

☐ proof of disability required

☐ other (please comment) .....

.....

15. How are materials obtained by users?

☐ by mail

☐ by personal or family pick up

☐ by volunteer couriers

☐ by library messenger

☐ other (please specify) .....

16. Do you provide materials in languages other than English?

If answer is 'yes', please specify .....

.....

17. Does your collection include

newspapers	☐ yes	☐ no
other periodicals	☐ yes	☐ no

18. How many titles are currently received?

newspapers	Print.....	Audio.....
periodicals	Print.....	Audio.....

19. What type of catalogue do you provide? (more than one box may be ticked

☐ card catalogue

☐ book catalogue (printed or duplicated)

☐ large print catalogue

☐ braille catalogue

☐ tape recording

☐ other (please specify) .....

.....

.....

20. Does your catalogue allow for access by subject?

☐ yes ☐ no

21. Do you produce regular

☐ booklists

☐ newsletters

☐ other (please specify) .....

.....

22. Do you lend to other libraries, institutions, organisations?

materials	☐ yes	☐ no
equipment	☐ yes	☐ no

23. What restrictions, if any, do you place on the loan of materials or equipment to other libraries, institutions, organisations?

.....

.....

.....

24. Do you, at present, have any arrangements with other libraries, institutions, organisations for the exchange or rotation of

materials	☐ yes	☐ no
equipment	☐ yes	☐ no

25. If you lend equipment, how many playback machines do you have?

.....

What other equipment do you lend? .....

.....

26. How are materials selected?

☐ by the librarian (s)

☐ by a selection committee

☐ following requests by users

☐ by a member of staff (other than a librarian)

☐ by other methods (please specify) .....

.....

27. Do you produce any materials for disabled persons?

☐ yes ☐ no

28. If you do produce materials for disabled persons which category do you produce?

- ☐ braille
- ☐ talking books (Clark & Smith)
- ☐ cassettes (spoken word)
- ☐ tapes (reel to reel)
- ☐ other (please specify) .....

.....

29. Were the materials produced for

- ☐ students
- ☐ individuals (on request)
- ☐ teachers
- ☐ other organisations
- ☐ other (please specify) .....

.....

30. Do you have special services for disabled children?

☐ yes ☐ no

If answer is 'yes', please give details .....

.....

.....

31. Do you have special services for house-bound users?

☐ yes ☐ no

If answer is 'yes', please give details .....

.....

.....

32. Do you have special services for residents of hospitals, nursing homes etc?

☐ yes ☐ no

If answer is 'yes', please give details .....

.....

33. Do you have special information services for disabled persons?

- ☐ reference
- ☐ community information
- ☐ research
- ☐ inter-library loan arrangements
- ☐ NUC: (National Union Catalogue of materials for handicapped persons)
- ☐ other (please specify) .....

.....

34. Do you have written standards, or policy statements, for the provision of services and materials for disabled persons?

☐ yes ☐ no

If the answer is 'yes', please comment .....

.....

.....

35. Are disabled persons involved in the provision of services?

- ☐ selection of materials
- ☐ policy decisions
- ☐ other (please specify) .....

.....

.....

36. Do you include a segment on staff awareness (designed to increase the staff's knowledge of disabilities) in your staff training?

☐ yes ☐ no

If the answer is 'no', do you feel there is a need for staff awareness training?

☐ yes ☐ no

37. Do you actively promote the services, materials and facilities for disabled persons provided by your organisation?

☐ yes ☐ no

If the answer is 'yes' please comment .....

.....

.....

38. (a) Is access to your organisation such as to offer no hindrance to physically disabled people? (for example - where necessary are there ramps from the street/carpark, lifts, etc?)

☐ yes ☐ no In the case of a library system this answer applies to .... out of .....branches (please give numbers e.g. 3 out of 7)

(b) Are the main service points and catalogue facilities suitable for use by physically disabled persons?

☐ yes ☐ no In the case of a library system this answer applies to .... out of ..... branches (please give numbers e.g. 3 out of 7)

(c) Are special toilets for disabled people provided?

☐ yes ☐ no In the case of a library system this answer applies to .... out of ..... branches (please give numbers e.g. 3 out of 7)

(d) Are convenient parking bays reserved for disabled people or is ample convenient parking space available?

☐ yes ☐ no In the case of a library system this answer applies to .... out of ..... branches (please give numbers e.g. 3 out of 7)

(e) Please comment on any other provisions made by your organisation to facilitate access by disabled persons

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39. If you wish to comment on any area touched in this questionnaire, please do so, being sure to identify by number the question(s) you are commenting on.